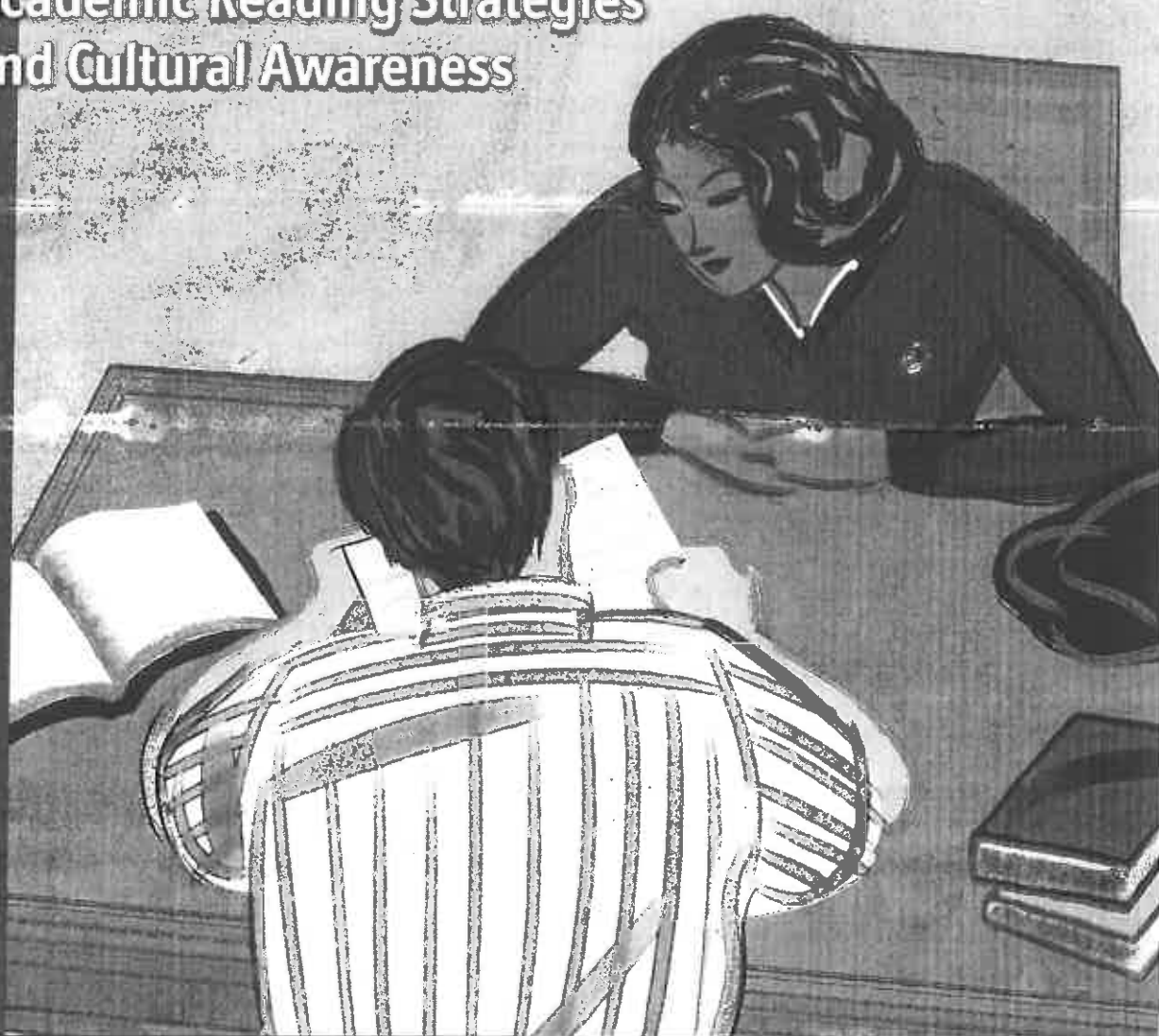


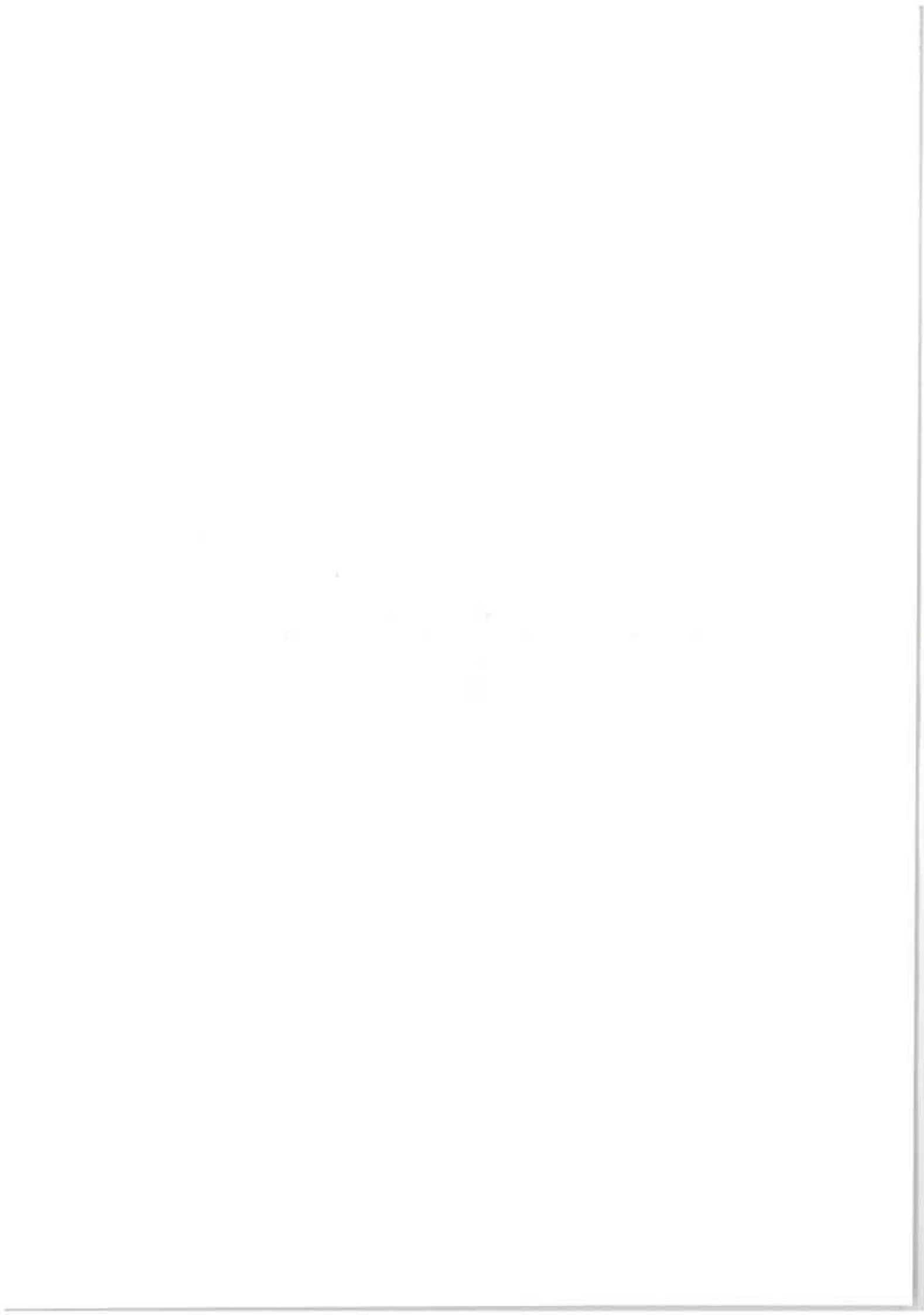
READ ¹ *and Reflect*

**Academic Reading Strategies
and Cultural Awareness**



Jayme Adelson-Goldstein
with Lori Howard

OXFORD



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and Cultural Awareness**

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Dedication

This book is dedicated to Norma Shapiro: a gift of a human being, a
wonderful writer, and a dear friend—JAG

Introduction

Welcome to *Read and Reflect: Academic Reading Strategies and Cultural Awareness*

This reading series for beginning, high-beginning, and intermediate students of English as a second or foreign language has four key goals:

- to develop students' awareness and use of reading strategies
- to increase their academic vocabulary, thus preparing them to read academic texts
- to provide a forum for students to learn about and discuss aspects of American culture
- to increase students' enjoyment of the reading process through a wealth of high-interest texts

This book is ideal for young adults planning to pursue a college education; however, it can also be used by students who want to improve their reading skills to attain a personal goal or to advance in the workplace.

Read and Reflect teaches students to read with purpose and comprehension and to interact with the text as they read. In each unit of *Read and Reflect*, students are introduced to a new strategy that supports the target reading skill (for example, looking at the title and source of a text is a strategy for previewing). Exercises throughout the book have students apply these strategies as they read. Activities in all levels help students develop reading fluency. Level 2 also has specific exercises to develop reading speed.

How This Book Is Organized

Read and Reflect contains eight thematic units, each tied to a cultural concept, such as social interaction, privacy, and family relationships. To maximize reading opportunities, each unit contains four texts adapted from authentic sources. These texts have different topics, but are connected to the overall cultural theme. Cartoons, questionnaires, charts, and narrative paragraphs provide additional reading practice.

At the beginning of each unit, the cultural theme and reading goals are introduced. Students are asked what they know about the theme and then discuss their prior knowledge, thoughts, and ideas. Pre-reading activities throughout the

book provide background information, key vocabulary, and critical reading strategies that enhance students' comprehension of the texts.

All texts are followed by processing activities that require students to demonstrate their understanding, and to use their higher-level thinking skills to analyze and synthesize new information. Because active vocabulary development is an important part of developing reading proficiency, vocabulary exercises occur throughout the units.

A key feature of each unit is the Read and Share activity. Students read one of two related texts in order to share and discuss what they learned. This activity gives students an enhanced purpose for reading while also providing them with an opportunity to apply the reading strategies they have learned.

At the end of each unit, students reflect on what they have read through three expansion activities: an interview, a charting activity, and a writing activity.

Special Features of This Series

- Academic reading strategies
- Academic vocabulary
- Reading skills and vocabulary recycled from unit to unit
- Adapted authentic materials
- Strategies to improve reading speed
- Collaborative learning opportunities
- Critical literacy development

A more detailed description of these features and the unit activities is included in the Teacher's Notes on page 119. The Answer Key begins on page 113.

We hope you find *Read and Reflect* a useful and enjoyable teaching tool. We welcome your comments and ideas. Please write to us care of:
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Jayne Adelson-Goldstein and Lori Howard

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Cultural Concept**Reading Skill****Vocabulary Objective**

Social interaction

Previewing: Preview key elements of a text such as title, author, headings, illustrations, and captions to determine what you already know about the text.

Identify synonyms.

Personal space

Predicting: Using key elements of a text, ask prediction questions about what you will learn from the text.Distinguish between nouns and verbs in word families.
Identify comparatives.

Family roles

Previewing: Preview the first sentence of a paragraph to predict what you will learn. Preview comprehension questions to predict the answers and provide a purpose for reading.

Identify synonyms.

Business practices

Scanning: Use signals (such as capital letters and numbers) and symbols (\$, %, etc.) to help you scan for information in a text.Use the suffix *-able*.

Health practices

Finding Clues in Context: Look for clues in a text (e.g., synonyms, definitions, examples, or contrasts) to help you understand unknown vocabulary.Use the prefix *un-*.

Individualism

Inferring: Use prior knowledge to infer information that is not directly stated in the text.

Use context clues to understand unknown vocabulary.

Education

Identifying the Main Idea: Discriminate between main ideas and supporting details.

Distinguish between nouns and adjectives in word families; use context clues to understand unknown vocabulary.

Leisure

Summarizing: Ask yourself *Who? What? Where? What happened? When? How?* and *Why?* to help you summarize important information.

Use context clues to understand unknown vocabulary.

To the Student

Dear Student,

Welcome to *Read and Reflect*. The purpose of this series is to help you improve your reading in English. You will:

- learn **reading strategies** that will prepare you to read academic or college texts.
- increase your **vocabulary** so that you will better understand what you read.
- discuss **cultural issues** presented in the texts.

Read and Reflect has thirty-two texts on topics such as body language, stress, and the Internet. These texts come from newspapers, magazines, textbooks, websites, biographies, and encyclopedias. To help you improve your reading, each unit of the book asks you to follow three basic steps: **Get Ready to Read**, **Read**, and **Process What You Read**.

A Word About Reading Strategies

You use reading strategies to help you understand and remember what you read. Some strategies such as previewing and predicting prepare you to read a text. Other strategies, such as scanning and skimming, help you get information from the text without reading every word. Each time you learn a strategy in this book, practice it as often as you can.

Some Suggestions to Help you Read Better

- Decide what you want to find out from the text before you read it.
- Think about what you know about the topic.
- Look at the title, picture and headings to help you guess what you will learn from the text.
- Read silently and try not to move your lips.
- While you read, ask yourself questions such as *Is this true?* *Do I agree with this?* *What does this mean to me?*
- Skip over vocabulary words you don't know. (You will be surprised by how much you understand.)
- After you read, check your understanding. Use the questions after the text or your own questions such as *What do I know now?* *What is my opinion of the author's ideas?*

We wish you a life filled with good books, good health, and good times.

Jayme Adelson-Goldstein and Lori Howard

Unit 1

Reaching Out

In this unit you will:

- read about the importance of social skills in the U.S.
- learn how to preview a text before you read it

HOW DO YOU FEEL ABOUT MEETING NEW PEOPLE?

- A. Look at the cartoon. Where are these people? How do they feel? How do you know? Do you ever feel like any of them? When? Discuss your answers with your classmates.



- B. Think about these statements. Do you agree or disagree? Discuss your answers with your classmates.

1. Everyone likes to make small talk about the weather or their weekend plans.
2. Talkative people are happier than people who don't talk much.
3. There are more quiet people than talkative people in the U.S.

1 GET READY TO READ ABOUT: Social Anxiety

A. Rate how nervous you are in the following situations. Compare responses with your classmates.

1 = not nervous at all

2 = not very nervous

3 = nervous

4 = very nervous

Situation

Rating

- a. taking a test
- b. asking a question in class
- c. giving an oral report
- d. talking to a teacher
- e. starting a conversation with a stranger
- f. walking into a party
- g. going on a date
- h. answering questions at a job interview

B. Guess which word or phrase best completes each sentence. Check your guesses after you read the article on page 4.

1. Social situations include ____.

- a. parties b. being alone c. studying in the library

2. Most people are ____ when they have to speak in public.

- a. relaxed b. nervous c. tired

3. People who have social anxiety don't like to ____.

- a. study b. go to parties c. stay home

4. On college campuses, ____ can help students who have social anxiety.

- a. clerks b. cheerleaders c. counselors

C. Put a check (✓) next to the words you know. Ask your classmates for the meanings of the words you don't know. Look up the words no one knows in a dictionary.

___ benefit (n.) ___ challenge (n.)

___ decrease ___ eliminate

___ embarrass ___ extremely

___ stressful ___ technique

2 BUILDING READING SKILLS: Previewing 1

Previewing means looking at different parts of a text before you read it. Four elements of a text that are helpful to preview are: the **title**, **author**, **source**, and **headings**. These elements give you important information about what you will read.

Practice Previewing

Preview the elements of the text. Work with a partner to answer the questions below.

The diagram shows a text layout with the following elements:

- a. title** points to **Making Friends**
- b. author/writer** points to *by Bea Pal*
- c. source** points to (reprinted from *College News*)
- d. headings** points to three headings: **Why Friends Are Important**, **Friends You Don't Want!**, and **Where to Find Good Friends**

The text content is as follows:

Making Friends
by Bea Pal

Why Friends Are Important
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX

Friends You Don't Want!
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX

Where to Find Good Friends
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX

1. What is the title? What do you know about this subject?
2. Who is the author? Is this a writer you know?
3. What is the source? What do you know about this type of article?
4. What do you already know about the subject of each heading?

Use Your Reading Skills

Take one minute to preview the article on page 4. Then complete these statements. Compare answers with your classmates.

1. From the title, I know that this article is about . . .
2. From the source, I know this article is for . . .
3. From the headings, I know this article has information about . . .

3 READ

This web page offers advice to students with a common problem.

OUR COLLEGE *Resource Links*

INDEX SEARCH SUPPORT

Managing Social Anxiety and Making New Friends

Identifying Social Anxiety

Almost all students feel a little uncomfortable or nervous when they have to speak in front of others. It's also common to be a little nervous in a new social situation such as a party or a job interview. Some students, however, become extremely nervous, or scared, before they go to a social event or talk to a new person. They're usually afraid that they won't fit in with the other people or that they'll say or do something to embarrass themselves. In a new social situation, they often wish they could disappear.¹ These students suffer from social anxiety. Fortunately, there are several ways to overcome² this problem.

Counselors Can Help

College can be very stressful because there are so many social and academic challenges. That's why students may find it difficult to make friends or take part in campus activities. Counselors at a college's health center can help. These counselors help students practice social skills such as making introductions and making small talk. They also teach students different techniques to fight social anxiety, such as taking deep breaths or relaxing the shoulder and neck muscles.

Four Steps to a Better Social Life

Even students without social anxiety may have difficulty making friends. These suggestions can help:

- Introduce yourself to someone sitting near you in class. Ask for his or her opinion of an assignment.
- Focus on³ the other person during a conversation. Ask about his or her interests and ideas, listen carefully, and give positive feedback.⁴
- Join clubs or groups on campus that interest you. Socially anxious students often find that focusing on a particular activity helps them relax.
- Start a conversation with someone in line at the movies or at the market.

Students who practice social skills and relaxation techniques can decrease or eliminate their social anxiety. They can truly enjoy the academic *and* social benefits that college life provides!

Questions or comments? Contact us by [clicking here](#).

Resource Links

Academic Advising

Academic Information

Campus Resources

Study Skills/Tips

Adapted from the Willamette University website.

¹ **disappear:** to go away

² **overcome:** to fight against something and win

³ **focus on:** to give one's complete attention to someone or something

⁴ **feedback:** a response to what one sees or hears

4 PROCESS WHAT YOU READ

A. Choose the phrase that best completes each sentence. Look back at the article to check your answers.

1. Social anxiety can be a problem for college students because they _____.
 - a. don't want to make new friends
 - ☒ b. have many new social and academic challenges
 - c. need to see counselors
2. One symptom of social anxiety is _____.
 - a. being extremely nervous before meeting people
 - b. being a little nervous before a job interview
 - c. staying home to study
3. People can fight social anxiety by _____.
 - a. staying home and watching television
 - b. practicing social skills and relaxation techniques
 - c. starting conversations with someone during a movie
4. Another good title for this article would be _____.
 - a. "Managing Stress on the Job"
 - b. "College Life Is Always Lonely"
 - c. "Four Ways to Overcome Social Anxiety"

B. Choose the best suggestion for each problem. More than one answer is possible. Discuss your choices with your classmates.

Your Friend's Problem

Your Advice

- | | |
|--|--|
| _____ 1. I never know what to say. I know I'll say something stupid. | a. Introduce yourself to a classmate nearby. Ask a question about the homework. |
| _____ 2. I don't have any friends. Where can I go to make friends? | b. When you feel nervous, take deep breaths and relax your muscles. |
| _____ 3. I don't know anyone in my classes and they don't know me. | c. Focus on the other person and be a good listener. Then you'll know what to say. |
| _____ 4. I get so nervous I can't breathe. | d. Join a club that interests you. You can meet people with similar interests. |

5 WORK WITH THE VOCABULARY

A. Choose the word or phrase that has a meaning similar to the underlined word or phrase in the sentence. Look back at the article on page 4 to check your answers.

1. Some students become extremely anxious before a social event.
 - a. less
 - b. more
 - ☒ c. very
2. They suffer from social anxiety.
 - a. dislike
 - b. have symptoms of
 - c. are free from
3. They often feel that they can't fit in with any social group.
 - a. be a part of
 - b. focus on
 - c. suffer from
4. Sometimes academic challenges can be a problem.
 - a. parties
 - b. difficult schoolwork
 - c. club meetings
5. With help from counselors, students can eliminate their social anxiety.
 - a. dislike
 - b. find
 - c. end
6. Counselors can show these students different techniques to fight social anxiety.
 - a. ways
 - b. breathing
 - c. roads

B. Match each statement to the action it describes.

STATEMENT

- ☒ 1. "Your essay is very interesting."
- ☐ 2. "Sara, this is Paul. Paul, this is Sara."
- ☐ 3. "It's a nice day, isn't it?"
- ☐ 4. "What if nobody talks to me in class?"
- ☐ 5. "Do you think this is a good class?"

ACTION

- a. experiencing social anxiety
- b. making an introduction
- c. asking for an opinion
- d. giving feedback
- e. making small talk

6 GET READY TO READ ABOUT: SHYNESS

Take the quiz and compare results with your classmates. Then discuss the questions below.

PERSONALITY QUIZ: Are You Outgoing or Shy?

1. On weekends, you prefer to ____
 - a. go out with lots of friends.
 - b. stay home by myself.
 - c. visit one or two close friends.
2. You buy flowers for someone you like, so you ____
 - a. give them to the person.
 - b. send them to the person without writing a note.
 - c. attach a note to the flowers and leave them at the person's door.
3. You have a group project to do. You decide to ____
 - a. ask the group to meet at your place.
 - b. tell the group that you prefer to work alone.
 - c. work on part of the project with one other person.

1. Which answers match an outgoing personality: *a*, *b*, or *c*?
2. Which answers match a shy personality: *a*, *b*, or *c*?
3. What type of personality matches the *c* answers?

7 BUILDING READING SKILLS: PREVIEWING 2

Some other parts of a text that you can preview are: the **introductory material** above the title, a **photo** or **illustration**, and a **caption** under a photo or illustration.

Use Your Reading Skills

Take one minute to preview the article on page 8. Then complete these statements.

1. The author of this article is ____.
 - a. outgoing
 - b. unhappy
 - c. shy
2. This article is from a college ____.
 - a. website
 - b. newspaper
 - c. textbook
3. The title tells you that ____.
 - a. too many people are shy
 - b. it's OK to be shy
 - c. shy people are unhappy

The following college newspaper article gives one student's opinion about shyness.

Let's hear it for being shy!

Tim Id

THERE'S A LOT OF TALK about shy people right now. Books about shyness are in the bookstores, and there's a lot of discussion about social anxiety on TV and on the radio. I'm a shy guy and I want to say, it's not a big deal. It's just not that important. When I meet new people, I don't talk much; I listen, and I think about what people say. I find out a lot about people that way. While it's true that I almost never start conversations with strangers, I have absolutely no problem talking to my friends. Sure, I blush¹ and my heart beats faster if I have to speak in front of the class, but I'm not alone. I think there are more students like me than students who actually enjoy speaking in public.

What really gets to me² is the idea that only talkative people have social skills. You know how often talkative people cut me off³ when I start to answer their questions? I can't tell you how many times one person in my class will talk and talk and talk, monopolizing the discussion. In my



Shy but happy.

opinion, shy people are better listeners than talkative people. (I heard a talkative guy say that just the other day.)

To tell the truth, at first life on campus was pretty rough. It was difficult because I didn't have any friends and I was lonely. I bought a self-help book.⁴ It said shy people should make small talk, so I learned to ask questions like, "Why did you choose this school?" or "What's your favorite class?" I met some great people, and some of them even became good friends, but I never really stopped being shy. It's who I am.

I didn't date much in college at first. It was hard to go up to a girl and start a conversation. Sometimes I worried that I'd say something stupid and embarrass myself or that I wouldn't be able to say anything at all. I thought I'd never find anyone. Lucy became my girlfriend because she came up to me. She started talking and I have never stopped listening.

My idea of a good relationship is one where each person can be totally himself or herself. Lucy agrees with me. We're a good match. She takes me to parties; I take her on quiet walks.

It's going to be a small wedding, and I don't plan on making any big speeches. So, I'm a shy guy... so what?

¹ **blush:** to have one's face become pink or red (usually with embarrassment)

² **get to someone:** to make someone angry about something

³ **cut someone off:** to interrupt or stop someone from talking

⁴ **self-help book:** a book that gives advice on how to deal with personal problems

9 PROCESS WHAT YOU READ

A. Number the sentences in order. Look back at the article to check your answers.

- ___ Lucy talked to the author.
- ___ The author was too shy to date.
- ___ Lucy and the author are getting married.
- ___ Lucy and the author go to parties and take quiet walks.
- ___ The author learned how to make small talk from a self-help book.
- 1 The author was lonely at college.

B. Write your answers to these questions. Then discuss them with a partner.

1. Is the author male or female? How do you know?
2. Is the author a college student or professor? How do you know?
3. Is the author single or married? How do you know?

10 WORK WITH THE VOCABULARY

A. Review the words and phrases and their definitions. Then use each word or phrase to complete the paragraph below.

- a. get to: bother or annoy
- b. pretty rough: difficult
- c. outgoing: friendly and talkative
- d. monopolize the discussion: talk on and on
- e. not a big deal: not important

Dear Lucy,

I miss you and your $\frac{c}{1}$ personality. It's $\frac{b}{2}$ without you. Everyone in class says hello. Remember that guy Gino? Yesterday he was in my discussion group and he would not stop talking. He has to $\frac{d}{3}$ every time! Boy, does he $\frac{a}{4}$ me! Well, it's OK. It's really $\frac{e}{5}$. I just miss you. Hurry home!

Love,

Your Shy Guy

11 GET READY TO READ AND SHARE

A. Read this sign for foreign exchange students at a university. Then discuss the questions with your classmates.

SOCIAL SKILLS IN THE U.S.

- Make eye contact. (Look into the eyes of your conversation partner.)
- Shake hands firmly.
- Give nonverbal feedback. (Smile or nod when you hear something you understand.)
- Take turns talking. (Don't interrupt or monopolize the conversation.)
- Don't ask very personal questions in social or business situations.
- Stand about two feet away from your conversation partner.

1. In your opinion, which three social skills are the most important?
2. Do any of the social skills seem unusual to you?
3. Do you know any different social skills practiced in other cultures?

B. Put a check (✓) next to the words you know. Ask your classmates for the meanings of the words you don't know. Look up the words no one knows in a dictionary.

___ communicate	___ grasp	___ lean
___ nonverbal	___ politician	___ powerful

C. Preview the texts on pages 11 and 12 and answer these questions.

1. What is the connection between the pictures and the topic in text A?
2. What is the connection between the pictures and the topic in text B?


D. Choose one text to read. Then answer these questions.

1. What is the title of the text?
2. What is the topic of the text?
3. What do I already know about this topic?

12 READ A

John Mole is an expert on nonverbal communication. The following information is from his website.

File Edit View Tools Help
Back Forward Stop Refresh Home




Actions Speak Louder Than Words

John Mole teaches people all over the world how to understand nonverbal communication. He is an expert on body language; he knows how to read it and how to use it. In his article, "Decoding¹ Body Language," Mole describes how your body language can communicate your interest in what you are hearing or seeing. For example, when you lean forward toward a speaker, you communicate that you want to hear what the speaker is saying. However, when you lean back and cross your arms, you're showing that you're not very interested.


Body language can also show whether a listener agrees or disagrees with the speaker. If you sit with your arms and legs uncrossed, and your hands open, you probably agree with the speaker. On the other hand, crossing your arms and legs and making fists² with your hands usually means that you do not agree.

Mole also teaches how to read the nonverbal messages that people send with their eyes, feet, and head. For example, a woman with her head to one side and her eyes half open is communicating, "I'm thinking about what you are saying." A man who is tapping his foot is saying, "I'm getting tired of listening. I have other things to do." A student, slumped in a chair and looking up at the ceiling, is saying, "I'm bored. This doesn't interest me." If someone looks off to the side while he is speaking, you may want to check the information he gives you. This type of body language can mean that the speaker isn't telling the truth!


Mole explains that body language isn't the same in all cultures. There is, however, body language that most North Americans "speak." The pictures on the right may help you "read" people from the United States at parties and at work, but be careful . . . they may try to read you too!



leaning forward



tapping foot



slumping

¹ decode: to understand what something means

² fist: a closed hand

13 READ B

In this book review, the reviewer talks about Robert E. Brown's ideas on different types of handshakes and what they mean.

The Secret of the Successful Handshake

The secret of the successful handshake is no secret anymore. Management Consultant Robert E. Brown explains what shaking hands is all about in his book, *The Art, the Power, the Magic: How to Read Hands That Talk*.

For example, to do the *All-American Handshake*, you have to look into another person's eyes, grasp his or her whole hand, and pump¹ it two or three times. According to Brown, this is the handshake of a good listener and trustworthy person.



All-American

Politicians and salespeople often use the *Two-Handed Shake* because it's extra-friendly. Two-handed shakers put their left hand on the other person's arm or shoulder as they shake hands. This can feel *too* friendly to some people, so it's best to use it with good friends.



Two-Handed

Watch out for people with handshakes that pull your fingers, or twist and crush your hand. If you get one of these handshakes, the person is trying to intimidate² you.

Two more uncomfortable handshakes are the *Palm Pinch* and the *Dead Fish*. A *Palm Pincher* shakes your hand with only a few fingers. In the *Dead Fish* shake, the person's hand slides out of the handshake. It's possible that the people with these handshakes are embarrassed or shy.



Dead Fish

Shaking hands is an important part of body language. It can identify someone as truthful, friendly, powerful, or nervous. It's hard to be successful without mastering³ a good handshake such as the *All-American*. If this isn't your natural handshake, don't worry. Mr. Brown says that you can change your handshake with lots of practice. So, go on out there and start shaking hands. Just think of all the people you can meet!

¹ **pump:** to move something up and down

² **intimidate:** to make someone feel afraid and less powerful

³ **master:** to learn how to do something very well

14 SHARE WHAT YOU LEARNED

A. Work with a partner who read the same text.

1. Read the focus questions for your text.
2. Discuss the questions and write your answers.

Focus Questions for Text A

1. Who is John Mole?
2. What does body language communicate?
3. Give two examples of body positions and what they mean.
4. What are some other nonverbal messages that people can give?

Focus Questions for Text B

1. Who is Robert E. Brown?
2. Describe the All-American handshake.
3. Describe three uncomfortable handshakes.
4. Why is it important to learn how to shake hands well?

B. With your partner, find a pair who read a different text and form a team.

1. Share the topic of your text with your teammates.
2. Take turns sharing your answers to the focus questions.
3. Add any other information from the text that you remember.

15 SHARE WHAT YOU THINK

Discuss these questions with your teammates. Then share your answers with the class.

1. Is body language the same in all cultures? Give some examples of body language.
2. Is it easy or difficult for you to read body language? Why?
3. Do you often shake hands? If so, in what types of situations?
4. Shake hands with your teammates. What kind of handshake did you use?
5. Do you have a story about body language or shaking hands? What happened?

16 REFLECT ON WHAT YOU READ IN THIS UNIT

Interview

Read the questions and think about your answers. Then interview a partner. With your partner, name as many of your classmates as you can.

1. How did you feel on the first day of this class?
2. Did you talk to any of your classmates that day? Why or why not?
3. What else do you remember about that first day?
4. How do you feel in this class now?

Chart

- A. Form groups of three. Students A and B: Talk about your plans for the weekend. Student C: Observe students A and B. Use tick marks (|||) in the chart below to record each time they use body language. After three minutes, change roles.

	lean forward	lean back	look away	look at partner	smile	nod yes
Student A						
Student B						

- B. Discuss these questions with the other groups.

- What type(s) of body language did you see most often?
- What other body language did you see?
- How did you feel about someone watching your body language?
- Did you change your body language because someone was watching you?

Write

- A. Brainstorm a list of places where it is easy to meet new people. Circle the places you go most often.

- B. Write a paragraph that answers some or all of these questions:

- What are some places you go to meet people?
- What do you usually say and do when you meet someone new?
- Do you think it's easy or difficult to make new friends?
- Do you like making new friends? Why or why not?

Unit 2

A Need for Privacy

In this unit you will:

- read about privacy and neighborliness in the U.S.
- learn how to make predictions about a text

WHAT KINDS OF NEIGHBORS DO YOU HAVE?

- A. Look at the cartoon. Who are the people in this picture? What are they doing? Why? Discuss your answers with your classmates.



- B. Imagine that you're moving to a new neighborhood. Read the descriptions of your new neighbors. Who do you think will be the best neighbor(s)? Explain your choice to your classmates.
1. George is 24, single, and works in an office. When he comes home from work, he plays computer games or watches TV. He keeps his curtains closed and locks his door. He doesn't talk much, except to say "good morning" or "hello."
 2. Martha is 42, a single mom, with a 14-year-old daughter. She teaches at a school nearby, and she gets home by 3:30 in the afternoon. Martha often borrows sugar or flour from her neighbors; then she brings them cookies, pies, or cakes.
 3. Joe and Karen are an older couple. They welcome visitors at any time of day or night, and they often visit their neighbors to see what is new and to give them advice.

1 GET READY TO READ ABOUT: Privacy

A. Take the quiz to find out how much you value your privacy. Then survey your classmates to compare quiz results.

HOW IMPORTANT IS PRIVACY TO YOU?

Write the number that shows how strongly you agree or disagree with the statement. Then add up the numbers to find your total score.

4= strongly agree 3= agree 2= disagree 1= strongly disagree

STATEMENT	SCORE
1. I only give my phone number to close friends.	
2. I don't shop on the Internet because it's too easy for people to get my personal information.	
3. I usually close my curtains when I'm at home.	
4. I like people to call me before they come to visit.	
5. I like people to knock on the door before they come into my room.	
6. I don't like to share information about my job, my family, or the way I live with other people.	
TOTAL SCORE:	

If your score is . . .

6-12 Privacy is not very important to you.

13-17 Sometimes privacy is important to you, sometimes it's not.

18-24 Privacy is very important to you.

B. Read the sentences. Circle the word or phrase that defines or explains the underlined word. Check your answers after you read the essay on page 18.

1. Keiko believes that privacy is important. She thinks everyone needs some time away from other people.
2. Alone in her room, Keiko writes her private thoughts in a notebook. She doesn't let anyone read her personal ideas and opinions.
3. When Keiko writes, she expresses herself as an individual, a person who is different from everybody else.
4. Keiko values her right, or freedom, to think and act differently from anyone else.

2 BUILDING READING SKILLS: Predicting

Predicting means guessing the content of a text before you read it. After you preview a text, ask yourself a prediction question. Use what you know to help you predict what you'll learn in the text. Then, as you read the text, check your predictions.

Preview This

introductory material, title, and illustration or photo

heading

To Predict This

What will I learn in this article?

What will I learn about in this section?

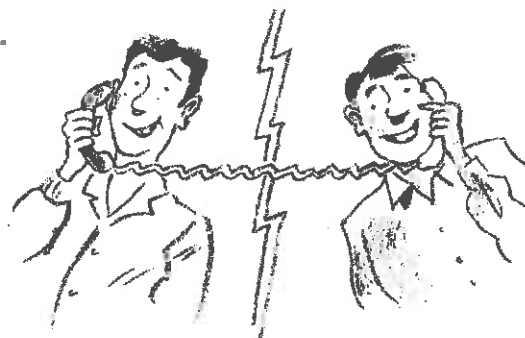
Practice Previewing and Predicting

Look at the text. Preview the introductory material above the title, the title, and the illustration or photo. Work with a partner to predict what you will learn in this article.

*Many people who live in the U.S. call before they visit their friends.
In this article, the author gives her opinion of this American practice.*

VISITING FRIENDS IN THE U.S.A.

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Use Your Reading Skills

A. Preview and make predictions about the essay on page 18. Work with a partner to answer these questions.

1. Based on your preview, what is the topic of the essay?
2. What do you predict you will learn about in this essay?
3. What do you predict you will learn about in each section of the essay?

B. Check your predictions as you read the essay.

3 READ

This essay explains how Americans feel about privacy, one of the most important cultural values in the U.S.

Privacy, Please!

The Value of Privacy

Americans believe that everyone has the right to act and think as an independent person separate from any group. This is one reason why privacy is very important in the United States.

Some expressions that Americans use show how much they value their privacy. When a person says, "I can do whatever I want in the privacy of my own home," she means that in her personal life, she is free to act the way she chooses. When someone says, "People only know what I want them to know about me," he means that he decides what to tell others about himself and what to keep private. When people say they need time to themselves, they mean they want private time, away from others.

The Protection of Privacy

Americans protect their privacy in many ways. At home, people put curtains on their windows and fences around their property so that no one can look in. Most people don't want their neighbors to observe¹ the way they choose to live. They like to keep their lifestyle private.

In public places, such as buses or stores, people put up "fences," or physical boundaries. They usually stay at least six inches away from people they don't know, and they don't look into strangers'

eyes. There are conversational boundaries, too. For example, some people choose to keep their feelings private, but they talk freely about their jobs. Others share their feelings but don't like to discuss their family problems.

A Community of Private Individuals

Americans usually see themselves first as individuals, and then as members of a family, community, or other group. These groups are important because they support their members when they need help. However, because of their sense of privacy, and a desire to do things on their own, many people may be too embarrassed to ask for help.

Today, communities around the United States are trying to solve this problem. For example, there are many organizations that assist people with language skills, job training, or economic matters. These organizations try to help without asking for a lot of personal information. In some communities police departments teach neighbors how to help each other without being nosy.² In these and other ways, people can get the community support they need and keep the independence and privacy they value.

¹ observe: to watch carefully

² nosy: too interested in other people's business

4 PROCESS WHAT YOU READ

A. Choose the correct ending to complete each sentence. Look back at the essay to check your answers.

- | | |
|---|---|
| <u>d</u> 1. Privacy is . . . | a. curtains and fences. |
| ___ 2. Americans believe they have the right to . . . | b. also need to be part of a community. |
| ___ 3. At home, people protect their privacy with . . . | c. first as individuals, then as part of a group. |
| ___ 4. In public, people protect their privacy with . . . | d. very important to Americans. |
| ___ 5. Americans usually see themselves . . . | e. physical and conversational boundaries. |
| ___ 6. Americans value privacy, but . . . | f. act and think independently. |

B. Choose the idea under each heading that does not appear in the essay. Look back at the essay to check your answers.

1. The Value of Privacy
 - a. Privacy is important to Americans.
 - b. Individuals have the right to act and think independently.
 - c. Americans rarely talk about themselves.
2. The Protection of Privacy
 - a. Americans usually stay six inches apart from strangers.
 - b. Americans usually don't talk to people they don't know well.
 - c. Different people keep different information private.
3. A Community of Private Individuals
 - a. Neighbors can respect each other's privacy and still help each other.
 - b. Americans may not ask for help because they value their privacy.
 - c. Americans don't see themselves as members of a community.

C. Discuss these questions with a partner.

1. In the U.S., people usually call before they visit a friend or family member. Why do you think they do this?
2. Do you and your friends call before you visit each other?
3. Do you like surprise visits from friends or family members? Why? Why not?
4. Do you think of yourself as a private person?
5. Do you think Americans value privacy more than people from other cultures? Explain.

5 WORK WITH THE VOCABULARY

A. Fill in the missing nouns and verbs in the chart. Look back at the essay on page 18 to find the correct forms.

	Verb	Noun	Paragraph
a.		belief	1
b.		action	1
c.	express		2
d.		protection	3
e.	organize		6
f.	inform		6

B. Choose the correct form of the word for each sentence.

- a. Americans (believe/belief) that privacy is very important.

b. This (believe/belief) affects Americans in their daily lives.
- a. Americans (act/actions) and think independently.

b. Their (act/actions) are often based on the way they think.
- a. The (protect/protection) of privacy is very important in the U.S.

b. Neighbors use curtains and fences to (protect/protection) their privacy.
- a. Workers usually (inform/information) their boss when they have to miss work.

b. They don't usually share personal (inform/information) with the boss.
- a. The (express/expression) "It's none of your business" means that a person wants to keep something private.

b. Americans (express/expression) their need for privacy in different ways.
- a. Many communities (organize/organization) groups that work with the police.

b. A community (organize/organization) often tries to provide help without invading people's privacy.

C. Match the words and phrases on the left with their definitions.

Look back at the essay on page 18 to check your answers.

- | | |
|------------------------|---|
| <u>c</u> 1. boundaries | a. people you don't know |
| ___ 2. independent | b. where others can observe you (in buses, stores, etc.) |
| ___ 3. lifestyle | c. physical or conversational "fences" that separate one place or person from another |
| ___ 4. public places | d. free from the control of anyone else |
| ___ 5. strangers | e. the way you choose to live |

6 GET READY TO READ ABOUT: Good Neighbors

Read the conversation between these two neighbors. Then discuss the questions below with your classmates.



1. Which neighbor do you agree with? Do people need walls? Why or why not?
2. Does a wall make it easier or more difficult to be a good neighbor?

Use Your Reading Skills

A. Preview the introductory material and title on page 22. Then complete these statements.

1. A columnist writes for ____.
a. radio b. movies c. newspapers
2. Columnists often write about their ____.
a. opinions b. personal experience c. both
3. The topic of this article is ____.
a. farms b. neighbors c. writers
4. Befriending means ____.
a. starting a friendship b. ending a friendship c. building

B. Read the first two paragraphs of the article on page 22. What do you think will happen to the author's fence? Discuss your prediction with a partner.

C. Read the rest of the article and check your prediction. As you read, you can also ask yourself these questions.

1. Do I agree with Ms. Barbieri?
2. Would I want her as my neighbor?

Carol Barbieri, a newspaper columnist, wrote the column below to express her strong feeling about fences, walls, neighbors, and neighborliness.

"Befriending" Wall

Carol Barbieri

My husband and I and our two young sons live in a house in a small town. A small town can be a lot friendlier than a big city, but there are "desirable"¹ and "undesirable" neighbors everywhere. I know people who will rush to our house in a split second to help in an emergency. I also live near people who have parties until 5:00 A.M.

Our home used to have a tall fence around it. My mother visited, and she was delighted with the fence. She said, "It's so private. It keeps everyone from knowing your business." (A very strange expression, since my business—writing this column—is open to inspection by anyone who reads this paper.)

Living next door to each other, day by day, our new neighbors grew into our old friends. And guess what? The fences became nothing more than a nuisance!² Cups of sugar are difficult to pass over a tall fence. So are small children. We realized that we were spending too much time trying to get over it, around it, or through it. What good was it?

"I'm thinking of getting rid of³ that fence," my husband said to me one day.

"Good idea!" I agreed.

But we had a problem. We needed to

keep our small sons safe. What to do?

"Why don't we get a shorter fence?" my husband suggested.

"Great idea," I said.

My parents visited soon after, and they were upset by our new "friendlier" fence.

"Why on earth did you get rid of your old fence?" my mother said. "Are you two crazy?" my astonished⁴ father asked. "You took the old fence down?" How can I explain it to them? How do I tell them about the pleasant talks, sharing morning cups of coffee, having supper in the backyard with a friend? How do you talk about the laughter at 3:00 A.M., when you and your friend meet each other wearing pajamas? How do you get someone to "feel" the cool summer breeze⁵ that you can only experience at that time? Sometimes you just have to look at the moon, because it's so beautiful. Who cares if someone is watching? Invite them over to share it with you! A tall fence can take away those opportunities. It's very hard to explain these things to people who love a six-foot fence. Living with friends and neighbors is a joy that happens every day. Good fences don't make good neighbors (or good friends!).

Adapted from the *Atlantic Highlands Herald*

¹ desirable: wanted, often by many people; worth having

² nuisance: something that causes trouble

³ get rid of something: to throw away

⁴ astonished: very surprised

⁵ breeze: a light wind

8 PROCESS WHAT YOU READ

A. Number the sentences in order. Look back at the article to check your answers.

- ___ The Barbieris and their neighbors continue to share good times.
- ___ Carol's parents think the Barbieris are crazy.
- ___ Carol's mother likes the fence.
- ___ One reason is that the fence makes it difficult to talk to their neighbors.
- ___ The Barbieris don't like the fence.
- ___ They build a shorter fence.
- 1 The Barbieris' house has a tall fence.

B. Discuss these questions with a partner. Look back at the article to check your answers.

1. Why do the Barbieris want a shorter fence? Why do Carol's parents disagree?
2. How does the author enjoy time with her neighbors?

9 WORK WITH THE VOCABULARY

Comparatives: Adjectives

You can use comparative adjectives to compare people or things. For example, *longer* is the comparative form of the adjective *long*. Refer to the chart below.

	REGULAR			IRREGULAR
	One Syllable	Ending in -y	Two or More Syllables	
Adjective	short	friendly	difficult	good
Comparative	shorter	friendlier	more difficult	better

Underline the comparative adjectives in this paragraph.

Sometimes tall fences are more desirable than short fences. They are more private and make it more difficult for people to see their neighbors. When the Barbieris had a tall fence, it was difficult to be friendly with the neighbors. When the Barbieris put up a shorter fence, they were happier. Carol's parents were upset because they didn't understand that the new fence made it easier to be friendly. A friendlier fence made the Barbieris' life better.

10 GET READY TO READ AND SHARE

A. Work with a small group. Think about the differences between a small town and a large city. Complete the chart and then answer the questions below.

Topic	Small Town	Large City
Population		
Types of entertainment		
Types of businesses		
Privacy		

1. Would you want to live in a small town? Why or why not?
2. Would you want to live in a large city? Why or why not?
3. Is it easier to protect your privacy in a small town or a big city? Explain.
4. Do you think of the Internet as a small town or a big city? Explain.

B. Put a check (✓) next to the words and phrases you know. Ask your classmates for the meanings of the ones you don't know. Look up the words and phrases no one knows in a dictionary.

___ accept	___ blame	___ experts
___ false	___ Internet	___ peek
___ personalize	___ reach out	___ similar

C. Preview the texts on pages 25 and 26 and answer these questions.

1. What is the topic of text A?
2. What is the topic of text B?

D. Choose one text to read. Then complete these statements. Check your predictions as you read the text.

1. The title of my text is . . .
2. In paragraph 1, I predict I will learn about . . .
3. In paragraph 2, I predict I will learn about . . .
4. In paragraph 3, I predict I will learn about . . .
5. In paragraph 4, I predict I will learn about . . .

11 READ A

In a regular neighborhood, fences and walls help people protect their privacy. In the Internet's virtual community, the protection of privacy is much more difficult.

WHO'S PEEKING OVER THE FENCE?

Worries About Privacy Online

Users of the Internet can get information from all over the world. Many Americans are happy to exchange information this way. However, people who value their privacy worry about how easily information moves out of
5 one computer into another. In fact, a study by the PEW Research Center shows that a majority of Internet users (84%) worry about protecting their privacy online. Their biggest worry is that it's too easy for businesses and strangers to access, or get, personal information.

How Cookies Work

10 Actually, it is easy for businesses to get personal information. All it takes is a "cookie": an electronic tool that websites use to collect information. When someone clicks onto a website, the site places a cookie on the user's computer. That way a web company can see what users buy and identify their tastes in music, reading, movies, and more. On the positive side,
15 cookies help websites personalize their services. For example, when gardener Joanne Abing clicks onto her favorite online magazine, she sees a list of articles on gardening. Of course, Joanne also wonders why she gets so many e-mail advertisements about gardening. Joanne doesn't know that website owners can sell the information they collect unless they promise they won't.

20 Ways to Protect Your Privacy Online

One way to protect privacy is to "tell" the computer not to accept cookies. Users can also give false names or buy special computer programs that keep their identities a secret. Another way is to read a website's privacy agreement before giving any personal information.

25 The Internet: A Public Street into Your Private World

Professor Judith Donath, an expert in online behavior, thinks that websites should say if they are private or public. Donath compares this to the difference between being in your own home or walking down the street. For now, though, Internet users should never think they have the same privacy
30 on the Net as they have at home. They need to remember that the private information they put into their computers may quickly become public information for anyone to see.

This excerpt from a textbook compares small town communities of the 1900s with communities forming on the Internet in the 21st century.

Reaching out Through the Computer Screen

■ Life in a Small-Town Community

Imagine you're living in a small town in the United States in 1903. You know all your neighbors by name. Your children go to schools in the neighborhood. When someone is in trouble, everyone reaches out to help. Your family, your friends, your neighbors, the local business people—they're all members of your community. Community is an important part of life.

■ Changes in the 21st Century

Americans had a strong sense of community up until the end of the 20th century; then things started to change. Experts now say that many Americans no longer have a sense of community. It's unusual for people to sit and talk with others; instead they sit and watch television. They usually don't buy from small, local businesses; they shop at big national chains.¹ Most people don't have time to spend with friends and neighbors; they often go to schools outside their neighborhoods, commute² over long distances, or spend all their time working at the computer. The experts blame television, business, and technology for this situation. They're right, but they're also wrong. There is a sense of community in the U.S., but it's a "virtual community."

■ The Virtual Community

Every day millions of people type messages on their computers in order to make small talk, discuss current events,³ fall in love, or find new friends. These people form "virtual communities" on the Internet. Each virtual community has people with similar interests, ideas, or questions. One community may focus on a health issue, while another may try to make political changes. Just like neighbors in small towns, virtual community members may start out talking about one topic and end up talking about another. They may also offer help when a community member needs it.

■ Virtual Neighbors

In the 1900s neighbors reached out to each other over fences and across streets. In this century, "virtual neighbors" continue to share a sense of community: celebrating successes, sharing sorrows, or just chatting. They still reach out to each other; only this time they reach through a computer screen, across fences and streets, across cities and states, and across the world.

¹ national chains: stores located across the U.S. and all owned by the same company

² commute: to travel regularly between your home and workplace

³ current events: important things that are happening in the world

13 SHARE WHAT YOU LEARNED

A. Work with a partner who read the same text.

1. Read the focus questions for your text.
2. Discuss the questions and write your answers.

Focus Questions for Text A

1. Why are some Internet users worried?
2. How do Internet companies collect information?
3. How can Internet users protect their privacy?
4. What do Internet users need to remember when they use the Net?

Focus Questions For Text B

1. Describe life in a small town in the U.S. at the beginning of the twentieth century.
2. Why do experts say that Americans don't have a sense of community?
3. What is a virtual community?
4. Give some examples of how members of a virtual community reach out to each other.

B. With your partner, find a pair who read a different text and form a team.

1. Share the topic of your text with your teammates.
2. Take turns sharing your answers to the focus questions.
3. Add any other information from the text that you remember.

14 SHARE WHAT YOU THINK

Discuss these questions with your teammates. Then share your answers with the class.

1. What are the benefits and disadvantages of being part of a community?
2. Do you use the Internet to reach out to friends and family? Why or why not?
3. Are there any differences between a virtual community and a small-town community? If yes, what are they?
4. Describe the communities you belong to.

15 REFLECT ON WHAT YOU READ IN THIS UNIT

Interview

Read the questions and think about your answers. Then work in small groups to interview each other. Decide who has the best neighbor.

1. Think of one of your neighbors. What is his or her name?
2. Describe your neighbor.
3. What do you and your neighbor talk about?
4. Describe a time that your neighbor helped you.
5. What do you like most about having this person for a neighbor?

Chart

A. Look at the examples in the chart. Make a similar chart that shows your roles as an individual and as a group member.

Individual Roles	man, student, artist
Group Member Roles	brother, father, classmate

B. Look at your chart. Which roles are most important to you? Why? Share your answers with your classmates.

Write

A. Choose the topics that you are comfortable discussing in public.

family	hobbies	love	money	politics
religion	school	TV	work	other: _____

B. Write a paragraph that answers some or all of these questions:

- What are some topics you feel comfortable talking about? Why?
- Which topics do you consider personal?
- How do you feel about talking to people you don't know well?
- In your opinion, do people share too much or too little about themselves?

Unit 3

Families That Work

In this unit you will:

- read about changing family roles in the U.S.
- learn more previewing strategies

WHAT DO YOU KNOW ABOUT TWO-INCOME FAMILIES?

- A. Look at the cartoon. Who are the people in this picture? What are they doing? Which of them is going to work? Do you find this unusual? Discuss your answers with your classmates.



"You look great. One problem though: I'm the one who goes to work."

- B. Guess which number or percent completes each statistic about working couples in the U.S. Check your guesses after you read the articles on pages 32 and 35.

a. 5 b. 10 c. 76% d. 50% e. 2,000,000

1. ____ of women worked outside the home in 1970.
2. ____ of women worked outside the home in 1995.
3. ____ men stayed home and took care of their children in 2000.
4. The average husband did ____ hours of housework per week in the 1970s.
5. The average husband does ____ hours of housework per week now.

1 GET READY TO READ ABOUT: Gender Roles

A. Think about these questions and write the answers. Share your responses with your classmates.

1. Look at the list of professions below. Do you think there are jobs that only men can do? If yes, which ones? Do you think there are jobs that only women can do? If yes, which ones?

construction worker	doctor	flight attendant
housekeeper	lawyer	nurse
police officer	salesperson	teacher

2. Which do you think is easier, going to work or raising a child?
3. When you were a child, who went to work in your family? Who took care of the home and children?
4. Do you think men and women are equally good at raising children?
5. Would you want to give up your career to take care of children at home?

B. Guess the meaning of the underlined phrase in each sentence. Match each one with a phrase that has a similar meaning. Check your guesses after you read the article on page 32.

- a. equal treatment for men and women
- b. divide tasks equally
- c. fight for power between men and women
- d. an end to
- e. an occupation
- f. being male or female

- c 1. It is possible that the war between the sexes started with the first woman and man.
2. In the 1970s the U.S. government said gender should not stop someone from getting a job, playing sports, or serving in the military.
3. Gender equity helped create more school sports programs for girls and job opportunities for women.
4. Today more and more women in the U.S. are choosing to have a career and a family.
5. Often both partners in a couple share responsibilities.
6. Men and women in the U.S. are working together so well these days that there appears to be a cease-fire in the war between the sexes.

2 BUILDING READING SKILLS: More Previewing Strategies

Reading the first sentence of each paragraph is another way to preview a text. By reading just those first sentences, you can learn a lot about the whole text. This is a helpful strategy when there are no headings or illustrations to preview.

Practice Previewing and Predicting

- A. Read the passage below. It is the first sentence of paragraph 1 in the article on page 32.

A Cease-Fire in the War Between the Sexes

Thanks to the 20th-century battles¹ for gender equity, there are more women in the workplace and more men taking care of children and the home.

- B. Circle three facts that you learned from the sentence above.
- a. Gender equity was an important topic in the 20th century.
 - b. There are now more women in the workplace.
 - c. Women are fighting with men.
 - d. More men are taking care of children and the home.
 - e. There were many wars in the 20th century.
- C. Form groups of five. Assign one paragraph from page 32 to each person. Preview the first sentence of your paragraph and share that information with your group.

Use what you learned from your preview to make predictions. Put a check (✓) next to the ideas you predict will be in the article.

- ☐ a. Gender equity is increasing.
- ☐ b. Men are doing less housework.
- ☐ c. Younger people believe in gender equity.
- ☐ d. It's easy to work and have a family.
- ☐ e. Life was better in the past.

USE YOUR READING SKILLS

- A. Read the article and check your predictions above as you read.
- B. As you read the article, underline any information that shows your predictions were right.

15 REFLECT ON WHAT YOU READ IN THIS UNIT

Interview

Read the questions and think about your answers. Then work in small groups to interview each other. Decide who has the best neighbor.

1. Think of one of your neighbors. What is his or her name?
2. Describe your neighbor.
3. What do you and your neighbor talk about?
4. Describe a time that your neighbor helped you.
5. What do you like most about having this person for a neighbor?

Chart

A. Look at the examples in the chart. Make a similar chart that shows your roles as an individual and as a group member.

Individual Roles	man, student, artist
Group Member Roles	brother, father, classmate

B. Look at your chart. Which roles are most important to you? Why? Share your answers with your classmates.

Write

A. Choose the topics that you are comfortable discussing in public.

family	hobbies	love	money	politics
religion	school	TV	work	other: _____

B. Write a paragraph that answers some or all of these questions:

- What are some topics you feel comfortable talking about? Why?
- Which topics do you consider personal?
- How do you feel about talking to people you don't know well?
- In your opinion, do people share too much or too little about themselves?

Families That Work

In this unit you will:

- read about changing family roles in the U.S.
- learn more previewing strategies

WHAT DO YOU KNOW ABOUT TWO-INCOME FAMILIES?

- A. Look at the cartoon. Who are the people in this picture? What are they doing? Which of them is going to work? Do you find this unusual? Discuss your answers with your classmates.



"You look great. One problem though: I'm the one who goes to work."

- B. Guess which number or percent completes each statistic about working couples in the U.S. Check your guesses after you read the articles on pages 32 and 35.

a. 5 b. 10 c. 76% d. 50% e. 2,000,000

1. ____ of women worked outside the home in 1970.
2. ____ of women worked outside the home in 1995.
3. ____ men stayed home and took care of their children in 2000.
4. The average husband did ____ hours of housework per week in the 1970s.
5. The average husband does ____ hours of housework per week now.

1 GET READY TO READ ABOUT: Gender Roles

A. Think about these questions and write the answers. Share your responses with your classmates.

1. Look at the list of professions below. Do you think there are jobs that only men can do? If yes, which ones? Do you think there are jobs that only women can do? If yes, which ones?

construction worker	doctor	flight attendant
housekeeper	lawyer	nurse
police officer	salesperson	teacher

2. Which do you think is easier, going to work or raising a child?
3. When you were a child, who went to work in your family? Who took care of the home and children?
4. Do you think men and women are equally good at raising children?
5. Would you want to give up your career to take care of children at home?

B. Guess the meaning of the underlined phrase in each sentence. Match each one with a phrase that has a similar meaning. Check your guesses after you read the article on page 32.

- a. equal treatment for men and women
- b. divide tasks equally
- c. fight for power between men and women
- d. an end to
- e. an occupation
- f. being male or female

- c 1. It is possible that the war between the sexes started with the first woman and man.
- ___ 2. In the 1970s the U.S. government said gender should not stop someone from getting a job, playing sports, or serving in the military.
- ___ 3. Gender equity helped create more school sports programs for girls and job opportunities for women.
- ___ 4. Today more and more women in the U.S. are choosing to have a career and a family.
- ___ 5. Often both partners in a couple share responsibilities.
- ___ 6. Men and women in the U.S. are working together so well these days that there appears to be a cease-fire in the war between the sexes.

2 BUILDING READING SKILLS: More Previewing Strategies

Reading the first sentence of each paragraph is another way to preview a text. By reading just those first sentences, you can learn a lot about the whole text. This is a helpful strategy when there are no headings or illustrations to preview.

Practice Previewing and Predicting

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Thanks to the 20th-century battles¹ for gender equity, there are more women in the workplace and more men taking care of children and the home.

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- C. Form groups of five. Assign one paragraph from page 32 to each person. Preview the first sentence of your paragraph and share that information with your group.

Use what you learned from your preview to make predictions. Put a check (✓) next to the ideas you predict will be in the article.

- ☐ a. Gender equity is increasing.
- ☐ b. Men are doing less housework.
- ☐ c. Younger people believe in gender equity.
- ☐ d. It's easy to work and have a family.
- ☐ e. Life was better in the past.

USE YOUR READING SKILLS

- A. Read the article and check your predictions above as you read.
- B. As you read the article, underline any information that shows your predictions were right.

This newspaper article discusses a recent survey on gender roles. It's based on a series of Washington Post stories by Richard Morin and Megan Rosenfeld.

A Cease-Fire in the War Between the Sexes

Thanks to the 20th-century battles¹ for gender equity, there are more women in the workplace and more men taking care of children and the home. The results of a national survey² by Harvard University show that gender equity is increasing. It also shows that modern life in the United States creates stress for both sexes. Interestingly, 66% of the survey respondents said that couples need two incomes.

With more and more women joining the workplace, men's traditional roles are changing. These days, American men are doing more around the house than their fathers ever did. In the 1970s the average husband did five hours of housework a week. That number is now up to ten hours. The survey showed, however, that these changes do not create gender equity. Couples with children say that the women still do most of the shopping, laundry, cooking, cleaning, errands,³ and caring for children—even when both parents work full-time.

Age more than gender determines how a person feels about the changing gender roles. The survey found that, in general, Americans born after 1960 have a more positive attitude toward gender equity. They believe that it makes their lives better. They also believe that a woman's life should include a job or career.

Changing roles means sharing responsibilities such as cooking, caring for children, shopping, and paying bills. Some people, like warehouse worker John Lindow, worry that all these responsibilities can make married life hard. "By the time you get done with your job, you have to rush home and make supper, do whatever, and then you have to drive your kids somewhere else. You don't get enough time to spend with your wife anymore. . . . You're lucky if you get to see her one or two hours a day. What kind of quality time is that?"

Changing gender roles may bring stress, but a majority of respondents said they didn't want to return to the past. They didn't want to go back to a time with fewer workplace opportunities for women. As Jennifer Weberg, 25, a graphics designer, put it: "It would be a shame if things went back to the way they were in the fifties. . . . It's easier to grow up knowing that some day you're just going to get married and be a mom or a wife, and now it's more complex. You have to figure out what you want to do with your life. . . . But I think having more choices is always a good thing."

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¹ **battle:** a fight between two people or groups

² **survey:** a set of questions about peoples' opinions and behavior

³ **errand:** a short trip to do a simple task, such as mailing a letter

4 PROCESS WHAT YOU READ

A. Each sentence below is incorrect. Cross out the word that makes the sentence incorrect and replace it with the correct word. Look back at the article to check your answers.

1. Compared to the 1950s, there are more ~~men~~^{women} in the workplace now.
2. These days American men are doing less housework than their fathers ever did.
3. Attitudes about the changing roles of men and women are based mostly on gender.
4. Most people born after 1960 think men's and women's new roles make life worse.
5. Some people worry that the new responsibilities make marriage easier.
6. Most people want to go back to a time with fewer workplace opportunities for women.

B. Reread paragraphs 2, 3, and 4 in the article and choose a heading for each one. Share your answers with the class. Discuss why some headings are better than others.

Paragraph 2

- a. Couples Get New Roles b. Everything Changes c. From Five to Ten

Paragraph 3

- a. Age = Attitude b. Changes Make Lives Better c. The 1960s

Paragraph 4

- a. Better but Not Easier b. Changes Bring Worries c. A Sweet Life

C. Discuss these questions with a partner.

1. What information did you learn from the article?
2. Was the information new or interesting to you?
3. How do you think the authors feel about gender equity? Why?

5 WORK WITH THE VOCABULARY

Cross out the word that does not belong in each word set.

- | | | | |
|-------------------|-----------|------------|-----------|
| 1. dog | male | gender | female |
| 2. battle | agreement | fight | war |
| 3. couple | pair | two | single |
| 4. income | money | finer | salary |
| 5. career | job | profession | workplace |

6 GET READY TO READ ABOUT: Stay-at-Home Dads

Guess which word completes each sentence. Check your guesses after you read the article on page 35.

- a. percentage b. rewarding c. jealous d. provider

1. She hates it when her boyfriend smiles at other women. She's ____.
2. In a group of 100 happily married couples, the ____ of people who said they talk about their problems was high—88 percent.
3. Some couples take turns being the family's _____. One year the husband goes out to work, the next year the wife works.
4. Being a parent can be very _____. It's wonderful to watch a child develop into an adult.

7 BUILDING READING SKILLS: Previewing Questions

Comprehension questions often follow a text to help you check how well you understood the material. You can also preview the questions *before* you read the text. Then as you read, you can look for the answers and use a highlighter to mark them in the text.

Practice Previewing Comprehension Questions

Read the comprehension question before you read the text below. Then read the text and highlight the answer.

In the U.S., approximately how many fathers stay at home to take care of their children?

- a. 200 b. 2,000,000 c. 2 d. 2,000

In some families one partner works outside the home (usually the one with the better-paying job), while the other partner takes care of the kids. Sometimes the stay-at-home partner is the dad. In 2002 there were more than 2 million stay-at-home dads.

Use Your Reading Skills

1. Preview the article on page 35 and the questions on page 36.
2. As you read the article, highlight the answers.

This book review talks about a book by a stay-at-home dad.

BOOK REVIEW

Mark Wertman's
True Confessions of a Real Mr. Mom

Who Works? Who Stays Home?

Most Americans agree that the workplace and the home are very different from the way they were thirty years ago. The world of work is no longer a man's world. Between 1970 and 1995, the percentage of women who worked outside the home went from 50 percent to 76 percent.¹ In the year 2000, of the more than 55 million married couples in the United States, 10.5 million women were making more money than their husbands, and 2 million men were stay-at-home dads.²

Author, husband, and father Mark Wertman writes about being a stay-at-home dad in his book *True Confessions of a Real Mr. Mom*. His story will help others who are learning how to live with the changing gender roles in our society.

Mark and his wife, Georgine, were a two-income couple, but things changed when their first baby was born. Georgine wanted to continue her work as a lawyer, but someone needed to stay home to take care of the baby. Georgine had the higher paying job, so she became the provider. Mark stayed home to raise the children. In his book he tells many stories about his role in the family.

At first, it was difficult to change roles. The Wertman kids often went to Mark first to talk about their problems. Georgine was jealous of the time the children spent with their father. Mark had some hard times too. People often asked him, "When are you going to get a real job?" Even in the 21st century, society respects the role of provider more than the role of child raiser. Mark found out all about this.

Mark and Georgine learned that it is very important to talk about their problems. In the beginning, Mark thought Georgine had the easy job, and Georgine thought that Mark had it easy. Later they talked it over and discovered that both jobs were difficult and rewarding. Georgine and Mark agree that talking things over and making decisions together helps their relationship.

The Wertmans are happy with the results³ of their decision. Their children are ready for a world where men and women can choose their roles. Wertman's book is entertaining and educational, especially for couples who want to switch roles. As Mark Wertman says "We are society. We make the changes one by one. People have to decide on what's best for them and their families."

¹ This statistic is for women ages 24–54 (from Bianchi and Spain, *Balancing Act*, 1998).

² This research is quoted in the October 2001 issue of *American Psychologist*.

³ result: something that happens because of something else

9 PROCESS WHAT YOU READ

A. Choose the correct answer to each question. Look back at the article on page 35 to check your answers.

1. Why is the workplace no longer a man's world?
 - a. More women are jealous.
 - b. Men are not strong.
 - c. Fewer men are stay-at-home dads.
 - d. More women are in the workplace.
2. What is Mark Wertman's book about?
 - a. his writing job
 - b. his life as a stay-at-home dad
 - c. his first baby
 - d. his wife's job
3. Why is Georgine the provider in the family?
 - a. Mark does not want to be the provider.
 - b. Mark lost his job when their first baby was born.
 - c. She had the higher paying job when their first baby was born.
 - d. None of the above.
4. Why was it difficult for the Wertmans to change roles?
 - a. They were jealous of each other's jobs.
 - b. The children went to their dad for help first.
 - c. People respect the provider.
 - d. All of the above.
5. How do the Wertmans work out their problems?
 - a. They make their jobs easier.
 - b. They talk and make decisions together.
 - c. They change jobs.
 - d. They help their children.
6. How do the Wertmans feel about their decision?
 - a. They're happy because they're entertaining.
 - b. They're happy because their children are ready for the modern world.
 - c. They're unhappy because they want to change jobs.
 - d. They're unhappy because people don't respect Mark.

B. Discuss your answers to these questions with your classmates.

1. Would you be happy with the Wertmans' lifestyle? Why or why not?
2. Does the reviewer like Mark Wertman's book?

10 WORK WITH THE VOCABULARY

Read the diary entries of stay-at-home dad Gary Sanders, and complete the statements with the correct words.

Tuesday, 10 P.M. Today was the same as yesterday. Jill went off to work. I got Emily up and off to school, shopped, cooked, cleaned, did the laundry, ran errands, picked up Emily at 3:00 and took her to her piano lesson. When I got home at 5:00, I made dinner and helped Emily with her homework. Jill worked late, so I fixed her a snack around 9:00. It's 10:00 and I'm ready for bed!

1. Jill goes off to work because she is the ____.
a. provider b. wife c. homemaker d. stay-at-home mom
2. Gary is tired because of his ____.
a. daughter b. gender c. decisions d. responsibilities

Wednesday, 11:30 P.M. It was a late night and a hard one. Emily had a big project for school and I helped her research information on the Internet. Jill wanted to help too, but Emily said that one parent's help was enough. Jill was unhappy and started arguing with Emily. I told them to stop fighting. We usually talk things over, but sometimes the change in roles is hard on all of us.

3. When Emily told Jill that she only wanted her dad's help, Jill was probably ____.
a. worried b. jealous c. exhausted d. happy
4. When Jill and Emily were fighting, Gary called for ____.
a. a doctor b. a war c. help d. a cease-fire

Friday, 11:00 P.M. What a week! Emily got an A+ on her project. Jill got a promotion at work. We celebrated with pizza and my special chocolate chip cookies. Emily and Jill did the dishes after dinner. Then, Emily played piano, and Jill and I sat and talked. I have the best job in the world, but I'm glad the weekend is here!

5. Right now, Gary's career is being a ____.
a. cook b. teacher c. driver d. stay-at-home dad
6. When Gary's family is happy, he finds his job ____.
a. tiring b. responsible c. rewarding d. difficult

11 GET READY TO READ AND SHARE

A. The people in each picture work together. Guess where they work and how they are related. Share your ideas with your classmates.



B. Put a check (✓) next to the words you know. Ask your classmates for the meanings of the words you don't know. Look up the words no one knows in a dictionary.

Family Vocabulary

- ___ cousin
- ___ generation
- ___ nephew
- ___ related
- ___ siblings

Business Vocabulary

- ___ corporate director
- ___ employee
- ___ fail
- ___ supervise
- ___ unsuccessful

C. Preview the texts on pages 39 and 40 and answer these questions.

1. What is the topic of text A?
2. What is the topic of text B?

D. Choose one text to read. Preview the focus questions for your text on page 41. Predict the answer to the first question. Then, highlight the answers to each question as you read the text.

I will probably find the answer to . . .

1. question 1 in paragraph(s) ___
2. question 2 in paragraph(s) ___
3. question 3 in paragraph(s) ___
4. question 4 in paragraph(s) ___

12 READ A

About 90 percent of all businesses in the U.S. are run by families. For these families, work isn't something that separates them; it's what keeps them together.

WORK: The glue that keeps a family together

Michael and Neil Gioia are brothers, but they are also business partners.

They are the third generation to run the family business, Nunziato Florists,¹ in Woodside, New York. The Gioias' grandparents started the small shop in 1913. The business keeps this Italian-American family laughing and working together.

Running a family business is hard work. Michael and Neil work long days every day. Their mother, Nikki, is in her eighties and works right beside them. The Gioias live near the shop. There are no days off, no family vacations. They work hard, they work together, and their business succeeds.

Not all family businesses do so well. In fact, only three out of ten family businesses make it.² There are often problems. Sometimes siblings fight over the business, and sometimes the family just doesn't have a good business plan.³ Many family businesses fail because the younger generation just isn't interested.

The Gioias live all about their family business. In an interview with Carlos Briceno, of radio station WNYC, Neil Gioia explains why he lives two blocks away from the shop. "Since it's a seven-day-a-week business, you have to work ten to twelve hours a day. If I lived any farther away, it would be impossible for me to get home to have any kind of family life."

Michael, Neil's younger brother, is in his 40s, but he still remembers making Christmas wreaths⁴ for the shop when he was seven. He believes that working in a family business is good for a child. "When you get older and look back at it, and you see the type of person you are now, why is that? Why are you that way? It's because of the way you were raised, with your family around." Michael says he had time to play as a child, but he also enjoyed being with his family and helping out at the store. Michael believes the shop taught him responsibility.

The Gioia brothers have a young nephew, Mikey, who likes being in the shop with his uncles and other relatives. He started working when he was five. He arranges flowers for his teachers and sweeps the floor. The Gioias know that in any family business, the key to success is the next generation. For the Gioias, little Mikey may be that key.

¹ florist: a flower shop

² make it: to succeed

³ business plan: a plan for the future of a business

⁴ Christmas wreath: a circle of leaves and flowers, often put on doors at Christmastime

13 READ B

Most companies use the term "corporate family" to describe the team spirit of their employees. However, when some companies say "corporate family" they mean it! This magazine article explains why some companies think having employees from the same family is a good idea.

Hiring Is All in the Family

"We believe in nepotism"¹ says Sherry Phelps, Southwest Airline's director of corporate employment. "We encourage people to recommend family members who might make good employees. Our only rule is that one family member can't supervise another."

⁵ For some employers, the idea of hiring family members sounds like trouble. They worry about fights between couples, battles between siblings, or favoritism.² Southwest Airlines doesn't see it that way. They believe the best new employees will be the relatives of their best employees.

There are three basic reasons why some companies hire family members:

¹⁰ **The Talent is in the Genes.³**

Ann Rhoades, of the DoubleTree Hotel company says, "If you have a mother who is a great worker, chances are her daughter is going to be a great worker." She means that people in the same family often have the same good qualities.

¹⁵ **It's Difficult to Lie to Your Mother.**

Family ties keep employees honest. Family members usually don't sugarcoat⁴ the truth. Phelps gives this example: A Southwest employee called her and said, "I want to tell you about my son. Do not hire him. He's lazy. He won't make a good Southwest employee."

²⁰ **Families That Work Together Stay Together on the Job.**

It's hard to keep good people. However, when family members are happy at the same organization, they're less likely⁵ to leave. Another business that hires family is Quad/Graphics. This company employs hundreds of married couples, brothers, sisters, sons, daughters, and cousins. In fact, more than 50% of the employees are related to each other! The company also has over \$2 billion in sales, 14,000 employees, and 22 facilities on three continents.

With these kinds of statistics, it's easy to understand why some companies think of themselves as "one big happy (and successful) family."

¹ **nepotism:** the practice of a person in power who gives family members good jobs in his or her company

² **favoritism:** special treatment for friends or family

³ **gene:** the cell that passes on hair color, eye color, personality, etc., from parent to child

⁴ **sugarcoat:** to make something sound better or sweeter than it is

⁵ **less likely:** probably not going to happen

14 SHARE WHAT YOU LEARNED

A. Work with a partner who read the same text.

1. Read the focus questions for your text.
2. Discuss the questions and write your answers.

Focus Questions for Text A

1. Give three reasons why most family businesses fail.
2. What type of business does the Gioia family own? Who runs the business?
3. Why is the Gioia family business successful?
4. Why do Neil and Michael Gioia think that working in a family business is good for children?

Focus Questions for Text B

1. What problems can occur when family members work together?
2. Which three companies does the article name?
3. Give three reasons why some companies like to hire members of the same family.
4. How do companies know that hiring families is good for business?

B. With your partner, find a pair who read a different text and form a team.

1. Share the topic of your text with your teammates.
2. Take turns sharing your answers to the focus questions.
3. Add any other information from the text that you remember.

15 SHARE WHAT YOU THINK

Discuss these questions with your teammates. Then share your answers with the class.

1. Does your family own a business? If yes, what kind of business is it? If not, did you ever think about having a family business? What kind?
2. Do you think it's a good idea for young children to work with their families? Why or why not?
3. What kind of businesses are good for families to run? Why?
4. What are the benefits of working in a business where no one is related?

16 REFLECT ON WHAT YOU READ IN THIS UNIT

Interview

Read the questions and think about your answers. Then interview a partner. With your partner, discuss which is easier, going to work or raising a child.

1. When you were a child, who went to work in your family? Who took care of the children?
2. Did you work when you were a child? If yes, what kind of work did you do?
3. Do you know any couples with children? If yes, which of the parents work?

Chart

- A. Work in small groups. Think of positive, negative, and interesting aspects of families working together. Look at the statements in the chart. Write two more ideas in each section of the chart.

FAMILIES WORKING TOGETHER

Positive

Children learn responsibility.

Negative

Children have to go to school and work in the business.

Interesting

Children find out if they like their parents' business.

- B. Share your ideas with your classmates.

Write

- A. Work with a small group to discuss the following questions.

- In the past, which jobs were "men's work" and which jobs were "women's work"?
- Do you see a difference in job opportunities for men and women now? Explain.

- B. Write a paragraph that answers some or all of these questions:

- Do men and women have different abilities? If yes, what are they?
- What examples of gender equity do you see in your daily life?
- In general, is gender equity a good idea? Why or why not?

Unit 4

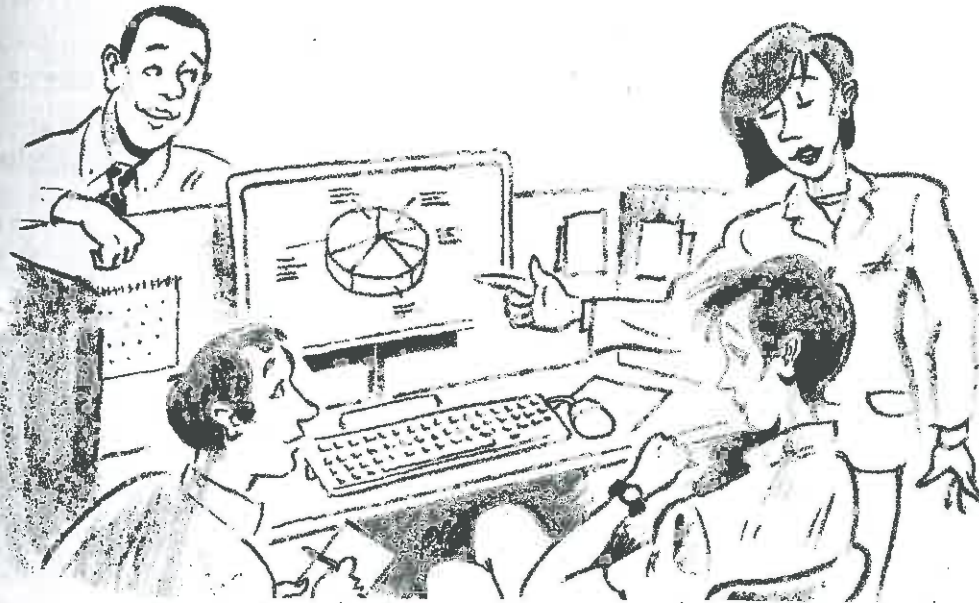
Staying in Business

In this unit you will:

- read about business in the U.S.
- learn how to scan a text for specific information

WHAT DO YOU KNOW ABOUT BUSINESS?

- A. Talk about the picture with a partner. What kind of business do you think this is? What are the employees doing? Which person is the boss? How do you know?



- B. Think about these questions. Discuss your answers with your classmates.
1. Name as many major U.S. companies as you can.
 2. What are the most popular items to buy right now? Which companies produce them?
 3. Imagine you can own any business you like. Which business would you choose?

1 GET READY TO READ ABOUT: Business in the U.S.

A. Guess which statements are true. Check your guesses after you read the article on page 46.

Statement	True	False
1. Small business in the U.S. started in 1860.		
2. In the 1860s, new machines started to produce items quickly and cheaply.		
3. The national railroad hurt U.S. business.		
4. Immigration helped business grow in the U.S.		
5. In the early 1900s workers in the U.S. made a lot of money.		
6. There were no millionaires in the U.S. before the 1860s.		
7. The U.S. government has hundreds of rules that businesses must follow.		
8. U.S. businesses are not interested in safety.		

B. Guess the meanings of the underlined words or phrases in the sentences. Check your answers after you read the article on page 46.

1. Consumers usually want to buy computers that have all the latest features for a low price.
a. customers b. salespeople
2. Nowadays almost everyone buys a computer, so some computer businesses have huge profits.
a. lose a lot of money b. make a lot of money
3. Businesses that make computers have to follow government regulations.
a. occupations b. rules or laws
4. There are many different computer products for the home office, including scanners, printers, and modems.
a. items for sale b. stores
5. In today's fast-changing technology, someone invents something new for the computer every day.
a. creates a new item b. fixes something
6. The average wage for a computer repair person is \$35.00 per hour.
a. price b. pay

2 BUILDING READING SKILLS: Scanning

Scanning means looking for specific information in a text. When you scan, you move your eyes quickly down the page to look for specific words or signals that will lead to the information you want. The signals can be capital letters (for names and places), numbers (for dates, times, prices, etc.) or symbols (\$, %, etc.).

Practice Your Scanning Skills

A. Scan the ad for capital letters to answer these questions.

1. What is the name of the musical light bulb? _____
2. Who is the inventor of the musical light bulb? _____

B. Scan the ad for numbers to answer these questions.

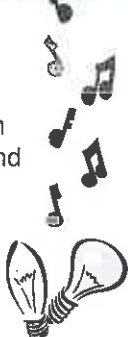
1. How many songs does each light bulb play? _____
2. How many bulbs are in a gift pack? _____

C. Scan the ad for \$ and % symbols to answer these questions.

1. How much does a musical light bulb cost? _____
2. How much of a refund can you get if you're not satisfied? _____

MUSICAL LIGHT BULBS ARE HERE!

Melodylights are the musical light bulbs invented by opera singer, Domino Parroti. Melodylights play music whenever you switch them on. There are 12 different songs on each bulb! Melodylights cost \$2.95 plus shipping and handling. Gift packs of 10 are available. To order, call us today at 800-505-5555 or go to our website, www.melodylight.com. We offer a 100% refund if you're not satisfied! Turn on the light *and* the music with Melodylight!



Use Your Reading Skills

A. Preview the article on page 46. What is the topic of the article?

B. Scan the article for the answers to these questions.

1. How many immigrants came to the U.S. between 1870 and 1916? _____
2. How many millionaires were there in the U.S. in 1850? _____

3 READ

The growth of Big Business is an important part of American history. This encyclopedia entry explains why.

BUSINESS

U.S. Business History— From Small Business to Big Business

In the 1860s American business started to change. Before that time most businesses were small; they made products by hand and sold them to local¹ customers. Beginning in the 1860s, inventors created new machines that could produce clothing, canned foods, tools, and other items quickly and cheaply. By making large quantities of items in less time, companies could spend less money on production. This made it possible to charge lower prices. In addition, a new national railroad allowed businesses to sell their products to people all across the country. The combination of fast production, low production costs, inexpensive products, and a whole nation of consumers helped small businesses grow into big businesses. This time in history was called The Age of Big Business.

Big Business continued to grow because of three things: more products, more customers, and more money. The typewriter, the light bulb, and the telephone were important inventions that became very popular products. Thanks to the 25 million immigrants that came to the United States between 1870 and 1916, there were many new customers to buy these products. Businesses made huge profits from the sales of their products to large numbers of people. They used these profits to build more factories, which in turn, produced more items to sell.

The owners of these businesses became very rich. In 1850 there were 20 millionaires in the United States; by 1900 there were more than 3,000. However, the workers who made the new products were very poor. They had little money for housing, food, clothing, and medical care. These workers usually worked at least 60 hours a week for an average pay of about 20 cents an hour. Not only were their wages low, but their workplaces were very dangerous.

In the early 1900s reformers² helped workers organize labor unions³ to improve working conditions and wages. Reformers also asked the government to protect both workers and consumers with safety regulations. They wanted every business to guarantee⁴ the safety of its workplace and its products. The reformers were successful—by the 1960s, there were hundreds of government regulations that businesses had to follow.

¹ **local:** nearby, in the area of the business

² **reformer:** a person who wants to make bad conditions in society better

³ **labor union:** a group that represents the needs of all the workers in that group

⁴ **guarantee:** to promise that something is true or will happen.

The reforms and regulations of the 20th century continue to affect American business. Business owners still look to inventions and new technology to help them make more money, but the importance of safety means that companies have to think about profits *and* people. It's this kind of thinking that helps
 35 America stay in business.

4 PROCESS WHAT YOU READ

A. Choose the correct answer to each question. Look back at the text to check your answers.

1. When did Big Business start?
 - a. before 1860
 - b. in the 1860s
 - c. both
2. Why did the number of consumers increase between 1870 and 1916?
 - a. immigration increased
 - b. there were more millionaires
 - c. both
3. What did reformers want to change?
 - a. workers' conditions
 - b. workers' pay
 - c. both
4. What do U.S. businesses still look for today?
 - a. ways to use technology
 - b. places to sell their products
 - c. both

B. Work with a partner to answer the questions. First, answer based on what you remember. Then, scan the text to complete or check your answers.

1. Name three things that helped Big Business grow.
2. How many millionaires were there in 1900?
3. What was the average worker's pay during the Age of Big Business?
4. How many hours long was the average workweek at that time?

5 WORK WITH THE VOCABULARY

Cross out the word that does not belong in each word set.

- | | | |
|------------|--------------|------------|
| 1. improve | promise | guarantee |
| 2. buyer | owner | consumer |
| 3. sell | produce (v.) | make |
| 4. profit | rule | regulation |
| 5. pay | conditions | wages |
| 6. work | invent | create |

6 GET READY TO READ ABOUT: A Business

A. Match the words to the things or actions in the picture.

1. blow (one's) nose a
2. handkerchief ____
3. makeup ____
4. remove ____
5. tissue ____



B. Work with a partner to brainstorm different ways to use tissues. Present one idea from your list to the class and say why it is a good idea.

Use Your Reading Skills

A. Preview the article on page 49 to complete these statements.

1. This article is about the history of ____.
 a. the telephone b. Kleenex tissues c. World War I
2. Kimberly-Clark is a ____.
 a. company b. woman c. magazine

B. Scan the article on page 49 to complete these sentences.

1. World War I ended in 19 ____.
2. ____% of the customers in Peoria, Illinois, changed Kimberly-Clark's business plan.

7 READ

The telephone, the typewriter, and the light bulb were popular new products in the late 19th century. This business magazine article is about an item that became popular after World War I—Kleenex tissues.

Business

A Nose for Business

When people sneeze, they reach for a tissue. Today, boxes of tissues are everywhere—at home, at work, and even in the car. However, tissues were not always this popular. In fact, the Kimberly-Clark corporation¹ had a completely different idea when they first
5 invented the product. The story of their business plan is the story of Kleenex tissues.



In 1914 during World War I, soldiers needed cotton bandages,² but the
10 U.S. didn't have enough cotton. Kimberly-Clark created cellucotton, a substitute for cotton. The product was very
15 successful, so Kimberly-Clark made a lot of it. When the war was over in 1918, the company had too much of the
20 new material.

Inventors at Kimberly-Clark came up with a peacetime use for their product: Kleenex
25 Kerchiefs. Advertisements in magazines showed glamorous women using the product to remove their makeup. The
30 cellucotton tissues were useful, but they weren't cheap—65 cents for a

package of 100! (That's the same as paying
35 \$10.00 for a box of tissues today.)

The people at Kimberly-Clark were very surprised by the mail they
40 received about their new product. Many women complained that their husbands were blowing their noses in the tissues.
45 The men preferred the tissues to handkerchiefs. Unlike handkerchiefs, no one needed to wash a Kleenex tissue; it was
50 disposable. Men liked the idea that they could use them once and throw them in the trash.

The people at
55 Kimberly-Clark were confused. Should they sell the tissues as disposable

handkerchiefs, or as a woman's beauty product?
60 They decided to let a group of customers in Peoria, Illinois, choose. Kimberly-Clark surveyed their customers, and 61% said they wanted to blow their
65 noses with Kleenex tissues.

Kimberly-Clark proved
70 they have a nose for business. They changed their business plan and their advertisements. After all, business is business. The company advertised the tissues as
75 disposable handkerchiefs and sales soared. By the end of the twentieth century, Kleenex tissues were sold in 150
80 countries. And that, of course, is nothing to sneeze at!

¹ corporation: a company

² bandage: a piece of cotton cloth that covers a cut or wound on the body

8 PROCESS WHAT YOU READ

A. Choose the correct answer to each question. Then scan the article on page 49 to check your answers.

1. What was made from cellucotton during World War I?
 - a. bandages
 - b. tissues
 - c. handkerchiefs
2. What is the name of the company that made tissues?
 - a. Clark-Kimberly
 - b. Kimberly-Clark
 - c. Kleenex
3. Why were tissues popular?
 - a. They were expensive.
 - b. They were glamorous.
 - c. They were disposable.
4. How did customers use tissues at first?
 - a. to remove makeup
 - b. to clean windows
 - c. to blow their noses
5. Who did Kimberly-Clark survey for ideas on their product?
 - a. soldiers
 - b. movie stars
 - c. customers
6. In how many countries can you find Kleenex tissues?
 - a. 50
 - b. 100
 - c. 150

B. Discuss these questions with a partner. Look back at the article to check your answers.

1. Why are tissues better than handkerchiefs?
2. How did listening to their customers help Kimberly-Clark?
3. What does the expression "business is business" mean to you?
4. Kimberly-Clark used movie stars in its ads. Are you more interested in a product if a movie star is in the ad? Why or why not?

9 WORK WITH THE VOCABULARY

A. Choose the correct phrase to complete each sentence. Look at the words in parentheses to help you.

business is business came up with have a nose for
nothing to sneeze at sales soared substitute for

1. Cellucotton is a _____ substitute for _____ cotton.
(product similar to)
2. The inventors _____ a peace-time use for
their product. (thought of)
3. Kimberly-Clark changed the use of their product because
_____. (the profit is more important than the product)
4. When Kleenex tissues were sold as disposable handkerchiefs,
_____. (people bought a lot of them)
5. Kimberly-Clark proved they _____ business.
(are good at)
6. Kleenex tissues are sold in 150 countries, and that is
_____. (a major success)

Suffixes: -able

You can use the suffix *-able* to form adjectives from some verbs. For example, *dispose* means "to throw away or put in the trash".

dispose + -able = disposable

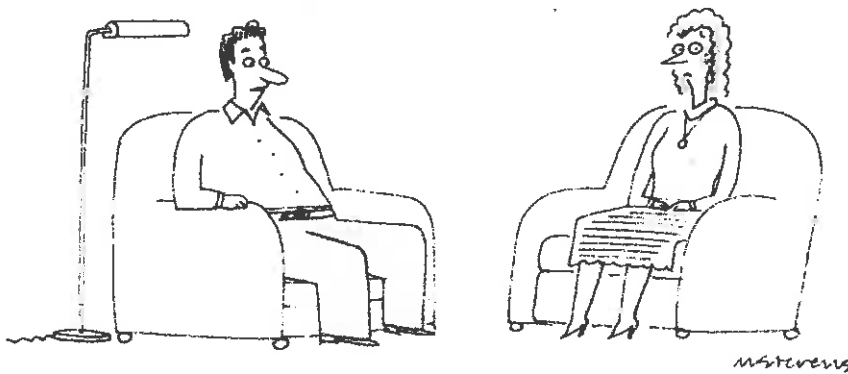
Disposable is an adjective that tells you an item can be thrown away.
(The *-e* at the end of a verb usually disappears, except after *c* and *g*.)

B. Use *-able* to form adjectives from the verbs below. Work with a partner to write sample sentences.

Verb	Adjective	Sample Sentence
1. dispose	<u>disposable</u>	<u>You can throw away disposable tissues.</u>
2. remove	_____	_____
3. change	_____	_____
4. prefer	_____	_____
5. wash	_____	_____

10 GET READY TO READ AND SHARE

A. Look at the cartoon. Discuss the questions below with your classmates.



"Talk to me, Alice. I speak woman."

1. What does the man mean when he says he speaks "woman?"
2. Do you think Alice will talk to him? Why or why not?
3. Are there differences in the way men and women think and communicate? If yes, describe the differences.

B. Put a check (✓) next to the words you know. Ask your classmates for the meanings of the words you don't know. Look up the words no one knows in a dictionary.

___ appear	___ appreciate	___ fluent	___ misunderstanding
___ respect	___ restate	___ strong	___ weakness

C. Preview the texts on pages 53 and 54 and answer these questions.

1. What is text A about?
2. What is text B about?
3. Scan the introductory material to find out Ronna Lichtenberg's job.

D. Choose one text to read. Then answer these questions.

1. What is the title of the text?
2. What do you think of when you see the word "blue"?
3. What do you think of when you see the word "pink"?

Ronna Lichtenberg is a researcher and consultant on business communications. This newspaper article discusses Lichtenberg's ideas about how different ways of thinking affect communication in the workplace.

Today's Business Culture: *What are they thinking?*

American business culture is different than it was 30 years ago. In those days, almost all business owners, company presidents, managers, and supervisors were men. In order to succeed, women in business had to learn to think the way their male bosses thought. Ronna Lichtenberg, in her article "Be Fluent in Both Pink and Blue," identifies two ways of thinking in the business world today: "blue thinking" (male) and "pink thinking" (female). Naturally, not all women "think pink" and not all men "think blue." In fact, Ms. Lichtenberg points out that most successful business people combine blue and pink thinking in their workplace communications and relationships.

As the chart below shows, there are important differences in pink and blue thinking styles, but Lichtenberg says neither style is "right." She also says that it's not necessary for people to change the way they think. Instead, she recommends learning to understand the two styles.

Today in U.S. society, a boss can be a woman or a man, and half the people in any company will probably have a thinking style that is different from the other half. Therefore, to be successful, workers must be able to identify and appreciate a thinking style that's different from their own.

BLUE THINKING

It's important to appear strong. People shouldn't share their weaknesses.

The powerful people in a company always get respect. Workers don't tell their bosses they're wrong.

It's important to make friends with people who have power in a company. These friendships can help improve a career.

The team is more important than the individual.

PINK THINKING

It's important to make connections with people. When two people talk about their weaknesses, they can form a strong connection.

When someone is wrong, it's important to say so. It doesn't matter if that person is the boss.

Friendships are important. People shouldn't make friends just to help their careers.

The team matters, but the individual is important, too.

American business leaders know that companies are successful when workers communicate well. This article discusses different communication styles in the workplace. It's based on the work of Ronna Lichtenberg, a communications consultant.

FEELING YOUR WAY (OR NOT) IN TODAY'S BUSINESS WORLD

Before 1970, men were in charge of the American business world, and most business people used the "blue style" of communication. What is the blue style? Ronna Lichtenberg, in her article "Be Fluent in Both Pink and Blue," says the "blue style" is a typical male style of communication. Is there a female communication style as well? Of course! It's what Ms. Lichtenberg calls the "pink style." Lichtenberg says you should be able to use and understand both styles if you want to communicate successfully with your co-workers.



In the workplace, "Blues" usually communicate in short, direct messages. They also have strict rules about what you should

and shouldn't say. One rule is: Don't talk about feelings. In fact, "Blues" rarely talk about their personal life at work. In a meeting, "Blues" prefer to talk about a task they need to do and the date it's due. They don't believe it's necessary for everyone to discuss and agree on how to do the task.

People with a "pink style" have a more informal approach to communication in the workplace. They often talk about their feelings, and they believe that conversations should begin with small talk about their personal lives. In a business meeting, "Pinks" will try to get everyone to agree on how a task should be done. They think this type of consensus, or agreement, is important, and they don't worry about how much time it takes.

In the business world, communication differences between the "Blues" and the "Pinks" can sometimes create misunderstandings. Ronna Lichtenberg offers this solution: Use your own communication style to restate what you hear. For example, if you hear a brief, "blue" message such as, "Everyone has to work late tonight," you can translate the message into "pink" and say: "So we have to finish the project before we can go home." If you hear a "pink" message such as, "I feel bad about this, but the project is going slowly," you can restate it in "blue" by saying, "So you need more time to complete the project."

From her research, Lichtenberg knows that "Blues" and "Pinks" are happier when they hear a message in their own style. So whether your communication style is "blue" or "pink," practice restating, and you will find that the message is clear, even when the communication style is not.

13 SHARE WHAT YOU LEARNED

A. Work with a partner who read the same text.

1. Read the focus questions for your text.
2. Discuss the questions and write your answers.

Focus Questions for Text A

1. What's one big difference between business in the U.S. now and 30 years ago?
2. Give three examples of "blue" thinking.
3. Give three examples of "pink" thinking.
4. Why is it important to understand both types of thinking?

Focus Questions for Text B

1. Why did U.S. businesses use the "blue communication style" before 1970?
2. Describe the "pink" communication style.
3. Describe the "blue" communication style.
4. What can people with different communication styles do to prevent misunderstandings?

B. With your partner, find a pair who read a different text and form a team.

1. Share the topic of your text with your teammates.
2. Take turns sharing your answers to the focus questions.
3. Add any other information from the text that you remember.

14 SHARE WHAT YOU THINK

Discuss these questions with your teammates. Then share your answers with the class.

1. Would you prefer to work for a boss with a "pink" or a "blue" communication style? Why?
2. What is your communication style? Is it the same as your teacher's style?
3. Are there different ways of thinking in different cultures? Explain.
4. Are there different ways of communicating in different cultures? Explain.

15 REFLECT ON WHAT YOU READ IN THIS UNIT

Interview

Read the questions and think about your answers. Then work in small groups to interview each other.

1. Do you believe that men and women have different communication and thinking styles? Why or why not?
2. Do you think using pink and blue to talk about communication or thinking styles is a good idea? Why or why not? Are there other colors that would be better?
3. Decide which communication style (pink or blue) is best for these situations:
a) a job interview, b) a doctor's appointment, c) a date.

Chart

A. Make a chart similar to the one below. Then use the questions to survey five classmates about their opinions of different inventions, and write their responses in the chart.

- What is the most important product ever invented? Why?
- What is the worst product ever invented? Why?

THE BEST AND THE WORST INVENTIONS

Respondent	Most Important Invention	Worst Invention
Anna	dishwasher	hand gun
Keiko	light bulb	beepers

B. Discuss the results of your survey with the class. Use the following expressions.

One out of five people thinks that

Most people think that . . .

Write

A. Work with a partner, and list a few new popular products. Decide which of these products will be successful and why. Share your ideas with your classmates.

B. Imagine that you have invented a new product and started a company. Write a paragraph describing your product and your company. Answer some or all of these questions:

- What is your company's name? Are you a small business or a large corporation?
- What is your product's name? What does it do? Who buys it? How much does it cost? Where will you sell it?

Answer Key

Unit 1 Reaching Out

How Do You Feel About Meeting New People?

Exercise A (p. 1) (*Answers vary.*)

Exercise B (p. 1) (*Answers vary.*)

1. GET READY TO READ ABOUT: Social Anxiety

Exercise A (p. 2) (*Answers vary.*)

Exercise B (p. 2)

1. a 2. b 3. b 4. c

Exercise C (p. 2) (*Answers vary.*)

2. BUILDING READING SKILLS: Previewing 1

Practice Previewing (p. 3)

1. Making Friends

2. Bea Pal

3. *College News*

4. (*Answers vary.*)

Use Your Reading Skills (p. 3)

1. social anxiety and making new friends
2. college students
3. identifying social anxiety, getting help from counselors, and improving one's social life

4. PROCESS WHAT YOU READ

Exercise A (p. 5)

1. b 2. a 3. b 4. c

Exercise B (p. 5)

1. c 2. d or a 3. a 4. b

5. WORK WITH THE VOCABULARY

Exercise A (p. 6)

1. c 2. b 3. a 4. b 5. c 6. a

Exercise B (p. 6)

1. d 2. b 3. e 4. a 5. c

6. GET READY TO READ ABOUT: Shyness

Personality Quiz (p. 7)

1. a

2. b

3. someone who doesn't like large groups, but isn't shy.

7. BUILDING READING SKILLS: Previewing 2

Use Your Reading Skills (p. 7)

1. c 2. b 3. b

9. PROCESS WHAT YOU READ

Exercise A (p. 9)

4, 3, 6, 5, 2, 1

Exercise B (p. 9)

1. Male. He says, "I'm a shy guy."
2. College student. He says, "I think there are more students like me..."
3. Single. He says, "It's going to be a small wedding."

10. WORK WITH THE VOCABULARY (p. 9)

1. c 2. b 3. d 4. a 5. e

11. GET READY TO READ AND SHARE

Exercise A (p. 10) (*Answers vary.*)

Exercise B (p. 10) (*Answers vary.*)

Exercise C (p. 10)

1. The topic is body language and the pictures show different types of body language.
2. The topic is shaking hands and the pictures show different handshakes.

Exercise D (p. 10) (*Answers vary.*)

14. SHARE WHAT YOU LEARNED (p. 13)

Focus Questions for Text A

1. an expert on body language
2. your interest in what you see or hear
3. leaning forward = very interested; leaning back = not interested; arms and legs uncrossed, hands open = agree; arms and legs crossed, hands in fists = disagree; head to one side, eyes half open = thinking; foot tapping = tired of listening; slumped in a chair = bored; looking to the side while talking = maybe not telling the truth
4. see above

Focus Questions for Text B

1. a management consultant
2. you look into another person's eyes, grasp his or her whole hand, and pump it two or three times
3. an uncomfortable handshake pulls your fingers or twists and crushes your hand; a Palm Pinch uses only a few fingers; a Dead Fish slides out of your hand
4. because it's an important part of body language and to being successful

15. SHARE WHAT YOU THINK (p. 13) (*Answers vary.*)

16. REFLECT ON WHAT YOU READ IN THIS UNIT (p. 14) (*Answers vary.*)

Unit 2 A Need for Privacy

WHAT KINDS OF NEIGHBORS DO YOU HAVE?

Exercise A (p. 15) (*Answers vary.*)

Exercise B (p. 15) (*Answers vary.*)

1. GET READY TO READ ABOUT: Privacy

Exercise A (p. 16) (*Answers vary.*)

Exercise B (p. 16)

1. thinks
2. personal
3. individual
4. freedom

2. BUILDING READING SKILLS: Predicting

Practice Previewing and Predicting (p. 17)

I will learn about the American practice of friends calling each other before paying a visit. I will find out what the author thinks about this.

Use Your Reading Skills

Exercise A (p. 17)

1. Privacy
2. (*Answers vary.*)
3. (*Answers vary.*)

Exercise B (p. 17) (*Answers vary.*)

4. PROCESS WHAT YOU READ

Exercise A (p. 19)

1. d 2. f 3. a 4. e 5. c 6. b

Exercise B (p. 19)

1. c 2. b 3. c

Exercise C (p. 19) (*Answers vary.*)

5. WORK WITH THE VOCABULARY

Exercise A (p. 20)

- a. believe
- b. act
- c. protect
- e. organization
- f. information

Exercise B (p. 20)

1. a. believe
2. a. act
3. a. protection
4. a. inform
5. a. expression
6. a. organize
- b. belief
- b. actions
- b. protect
- b. information
- b. express
- b. organization

Exercise C (p. 20)

1. c 2. d 3. e 4. b 5. a

6. GET READY TO READ ABOUT: Good Neighbors (p. 21) (*Answers vary.*)

Use Your Reading Skills

Exercise A (p. 21)

1. c 2. c 3. b 4. a

Exercise B (p. 21) (*Answers vary.*)

Exercise C (p. 21) (*Answers vary.*)

8. PROCESS WHAT YOU READ

Exercise A (p. 23)

7, 6, 2, 4, 3, 5, 1

Exercise B (p. 23)

1. because they spend too much time trying to get over, around or through the tall fence; a shorter fence will keep their son safe, and it will also let them visit easily with their neighbors (lines 22–34); Carol's parents disagree because it takes away from their privacy (lines 54–55)
2. she has pleasant talks, shares cups of coffee, and has supper in the backyard with her neighbors (lines 42–48)

9. WORK WITH THE

VOCABULARY (p. 23)

more desirable	happier
more private	easier
more difficult	friender
shorter	better

11. GET READY TO READ AND SHARE

Exercise A (p. 24) (*Answers vary.*)

Exercise B (p. 24) (*Answers vary.*)

Exercise C (p. 24)

1. privacy on the Internet/online
2. communities on the Internet

Exercise D (p. 24) (*Answers vary.*)

13. SHARE WHAT YOU LEARNED (p. 27)

Focus Questions for Text A

1. because people can get their personal information from the Internet
2. they put "cookies" on the user's computer that tell the company what the user is buying or looking at on the Internet
3. by telling the computer not to accept cookies; by using false names; or by buying special computer programs that keep the user's identity a secret
4. that the Internet is similar to a public street—information they put in their computers can become public information

Focus Questions for Text B

1. everyone knew everyone else in a small town in the U.S.; community was an important part of life
2. because they watch TV, shop at big national chains, commute long distances to work or school,

and spend all their time working at the computer

3. a group of Internet users who send messages to each other about their lives; they have similar interests, ideas, or questions
4. they may focus on a health issue, try to make political changes, or offer help when a community member needs it

14. SHARE WHAT YOU THINK (*Answers vary.*)

15. REFLECT ON WHAT YOU READ IN THIS UNIT (*Answers vary.*)

Unit 3 Families that Work

WHAT DO YOU KNOW ABOUT TWO-INCOME FAMILIES?

Exercise A (p. 29) (*Answers vary.*)

Exercise B (p. 29)

1. d 2. c 3. e 4. a 5. b

1. GET READY TO READ ABOUT: Gender Roles

Exercise A (p. 30) (*Answers vary.*)

Exercise B (p. 30)

1. c 2. f 3. a 4. e 5. b 6. d

2. BUILDING READING SKILLS: More Previewing Strategies

Practice Previewing and Predicting

Exercise B (p. 31)

a, b, d

Exercise C (p. 31) (*Answers vary.*)

Use Your Reading Skills

Exercise A (p. 31)

a, c

Exercise B (p. 31)

a) lines 3–4, c) lines 15–16

4. PROCESS WHAT YOU READ

Exercise A (p. 33)

- | | |
|----------------------|-----------------------|
| 1. men | women |
| 2. less | more |
| 3. gender | age |
| 4. after | before |
| 5. easier | more difficult/harder |
| 6. want | don't want |

Exercise B (p. 33) (*Answers vary.*)

Exercise C (p. 33) (*Answers vary.*)

5. WORK WITH THE VOCABULARY (p. 33)

- | | |
|--------------|----------|
| 1. age | 4. fine |
| 2. agreement | 5. hobby |
| 3. single | |

6. GET READY TO READ ABOUT: Stay-At-Home-Dads (p. 34)

1. c 2. a 3. d 4. b

7. BUILDING READING SKILLS: Previewing Questions

Practice Previewing Comprehension Questions (p. 34)

b

Use Your Reading Skills (p. 34)
(See p. 36 *Process What You Read*, Exercise A)

9. PROCESS WHAT YOU READ

Exercise A (p. 36)

1. d 2. b 3. c 4. a 5. b 6. b

Exercise B (p. 36)

1. (*Answers vary.*)

2. Yes. The author says "Wertman's book is entertaining and educational..."

10. WORK WITH THE VOCABULARY (p. 37)

1. a 2. d 3. b 4. d 5. d 6. c

11. GET READY TO READ AND SHARE

Exercise A (p. 38) (*Answers vary.*)

Exercise B (p. 38) (*Answers vary.*)

Exercise C (p. 38)

1. family businesses
 2. companies that hire family members
- Exercise D (p. 38) (*Answers vary.*)

14. SHARE WHAT YOU LEARNED (p. 41)

Focus Questions for Text A

1. siblings fight over the business, the family doesn't have a good business plan, or the younger generation isn't interested in the business
2. a flower shop; the Gioa brothers run the business
3. because the Gioas work hard; their mother and other relatives work with them, and they are teaching their young nephew the business
4. because the child learns responsibility

Focus Questions for Text B

1. fights between couples, battles between siblings, and favoritism.
2. Southwest Airlines, DoubleTree Hotel, Quad/Graphics.
3. 1) if the mother/father is a great worker, the daughter/son will probably be a great worker, 2) family ties keep employees

- honest, and 3) when family members work together they're less likely to leave the company.
4. when they are successful (like Quad/Graphics)

15. SHARE WHAT YOU THINK
(Answers vary.)

16. REFLECT ON WHAT YOU READ IN THIS UNIT
(Answers vary.)

Unit 4 Staying in Business

WHAT DO YOU KNOW ABOUT BUSINESS?

Exercise A (p. 43) (Answers vary.)

Exercise B (p. 43) (Answers vary.)

1. GET READY TO READ
ABOUT: Business in the U.S.

Exercise A (p. 44)

1. F 2. T 3. F 4. T
5. F 6. F 7. T 8. F

Exercise B (p. 44)

1. a 2. b 3. b 4. a 5. a 6. b

2. BUILDING READING SKILLS:
Scanning

Practice Your Scanning Skills

Exercise A (p. 45)

1. Melodylights
2. Domino Parroti

Exercise B (p. 45)

1. 12 2. 10

Exercise C (p. 45)

1. \$2.95 2. 100%

Use Your Reading Skills

Exercise A (p. 45)

The History of Big Business in the U.S.

Exercise B (p. 45)

1. 25 million immigrants
2. 20 millionaires

4. PROCESS WHAT YOU READ

Exercise A (p. 47)

1. b 2. a 3. c 4. c

Exercise B (p. 47)

1. more products, more customers, and more money
2. 3,000 millionaires
3. 20 cents an hour
4. 60 hours a week

5. WORK WITH THE VOCABULARY (p. 47)

1. improve 4. profit
2. owner 5. conditions
3. sell 6. work

6. GET READY TO READ
ABOUT: A Business

Exercise A (p. 48)

1. a 2. b 3. e 4. c 5. d

Exercise B (p. 48) (Answers vary.)

Use Your Reading Skills (p. 48)

Exercise A (p. 48)

1. b 2. a

Exercise B (p. 48)

1. 1918 2. 61%

8. PROCESS WHAT YOU READ

Exercise A (p. 50)

1. a 2. b 3. c 4. a 5. c 6. c

Exercise B (p. 50)

1. They're disposable.
2. Their product was more successful.
3. (Answers vary.)
4. (Answers vary.)

9. WORK WITH THE VOCABULARY

Exercise A (p. 51)

1. substitute for
2. came up with
3. business is business
4. sales soared
5. have a nose for
6. nothing to sneeze at

Exercise B (p. 51)

1. disposable 4. prefer
2. removable 5. washable
3. changeable

10. GET READY TO READ AND SHARE

Exercise A (p. 52) (Answers vary.)

Exercise B (p. 52) (Answers vary.)

Exercise C (p. 52)

1. about how men and women think
2. about how men and women communicate
3. a researcher and consultant

Exercise D (p. 52) (Answers vary.)

13. SHARE WHAT YOU LEARNED (p. 55)

Focus Questions for Text A

1. 30 years ago, almost all business owners, company presidents, managers and supervisors were men
2. Blue thinking: people shouldn't share their weaknesses; powerful people always get respect; it's important to make friends with people in power; the team is more important than the individual
Pink thinking: when people talk about their weaknesses they

form a connection; when someone is wrong, it doesn't matter if he or she is the boss, it's important to say so; people shouldn't make friends just to help their careers; the team matters but the individual is important too
3. because half the people in any company may have a different thinking style from the other half

Focus Questions for Text B

1. because before 1970 men were in charge of most companies and blue is the typical style of communication for men
2. blues use short direct messages; they rarely talk about their personal lives at work; blues don't think everyone needs to agree.
3. pinks have a more informal style of conversation; they believe that most work conversations should begin with small talk about their personal lives; pinks will try to get everyone to agree
4. people should use their own communication style to restate the messages they hear

14. SHARE WHAT YOU THINK
(Answers vary.)

15. REFLECT ON WHAT YOU READ IN THIS UNIT
(Answers vary.)

Unit 5 Staying Healthy

WHAT DO YOU KNOW ABOUT STAYING HEALTHY?

Exercise A (p. 57) (Answers vary.)

Exercise B (p. 57) (Answers vary.)

1. GET READY TO READ
ABOUT: Quackery

Exercise A (p. 58) (Answers vary.)

Exercise B (p. 58)

1. secret 4. painless
2. ingredients 5. effective
3. miracle

Exercise C (p. 58) (Answers vary.)

2. BUILDING READING SKILLS:
Finding Clues in Context

Practice Finding Clues From Context (p. 59)

1. a headache
2. reasons for
3. poor air quality, lights, too much noise
4. a person's feelings or emotions

Use Your Reading Skills

Exercise A (p. 59)

1. Medical quackery or fake doctors
 2. (Answers vary.)
- Exercise B (p. 59)
1. phony doctor
 2. fast and easy cure
 3. people who live in cities
 4. a powerful drug
 5. a radioactive element
 6. against the law

4. PROCESS WHAT YOU READ

Exercise A (p. 61)

1. quacks; they "cured" people who secretly worked for them to convince other people to buy a medicine
2. diseases spread quickly in the cities, so people were scared so they bought anything they thought would protect or cure them
3. the U.S. government made it illegal to sell false medicine or lie about its ingredients
4. no, people continue to buy things that promise them they will feel or look better

Exercise B (p. 61)

(Answers vary.)

5. WORK WITH THE VOCABULARY (p. 61)

1. c 2. d 3. b 4. e 5. f 6. a

6. GET READY TO READ ABOUT: Stress

Exercise A (p. 62) (Answers vary.)

Exercise B (p. 62) (Answers vary.)

Use Your Reading Skills

Exercise A (p. 62)

- 1, 4, 5

Exercise B (p. 62)

1. serious illness, death, earthquakes, or wars
2. when people can't control it
3. to stay alive
4. to run away

8. PROCESS WHAT YOU READ

Exercise A (p. 64)

1. when it is unmanageable.
2. it helps people to survive; when you are in danger, changes in your body prepare you to fight or run away
3. the heart rate, blood pressure, blood sugar, and the need for oxygen increase
4. deep breathing and muscle relaxation
5. cutting down on sugar and caffeine

6. because you can use relaxation techniques or exercises before you feel "stressed out"

Exercise B (p. 64)

Paragraph 1: d Paragraph 4: b

Paragraph 2: e Paragraph 5: c

Paragraph 3: a

Exercise C (p. 64) (Answers vary.)

Exercise D (p. 64) (Answers vary.)

9. WORK WITH THE VOCABULARY

Exercise A (p. 65)

1. c 2. d 3. f 4. e 5. a 6. b

Exercise B (p. 65)

1. unmanageable
2. unsafe
3. unsuccessful
4. unattractive
5. unimportant

Exercise C (p. 65)

- | | |
|--------------|-----------|
| unbelievable | unhealthy |
| uninterested | unwell |
| unmanageable | unhappy |

10. GET READY TO READ AND SHARE

Exercise A (p. 66) (Answers vary.)

Exercise B (p. 66) (Answers vary.)

Exercise C (p. 66)

1. The topic of Text A is support groups. The topic of Text B is the connection between laughter and good health.
2. (Answers vary.)

Exercise D (p. 66) (Answers vary.)

14. SHARE WHAT YOU LEARNED (p. 69)

Focus Questions for Text A

1. a group of people with similar problems who meet to help each other
2. to get understanding, information, and advice
3. Alcoholics Anonymous; it started when two men met and talked about their experiences with alcohol
4. support groups for medical conditions and for the families of people who are ill

Focus Questions for Text B

1. relieve pain and reduce stress
2. it creates new cells and helps create antibodies that fight off disease
3. because they want to get well and stay well
4. they learn exercises that will help them laugh.

15. SHARE WHAT YOU THINK (Answers vary.)

15. REFLECT ON WHAT YOU READ IN THIS UNIT

(Answers vary.)

Unit 6 One of a Kind

DO YOU THINK INDIVIDUALITY IS IMPORTANT?

Exercise A (p. 71) (Answers vary.)

Exercise B (p. 71) (Answers vary.)

1. GET READY TO READ ABOUT: Individuality

Exercise A (p. 72)

1. the qualities that make one person different from another
2. separate person
3. make general statements that are untrue.
4. negative opinion of a group of people based on their race, religion, or gender.
5. forcing [them] to work without pay and selling [them] as property
6. couldn't get the same jobs as males
7. right to vote, say what they think, and get fair and equal treatment by the government
8. think of older people as problems rather than valuable and productive members of society.
9. obey
10. groups represent different races, nations, tribes and regions

Exercise B (p. 72) (Answers vary.)

2. BUILDING READING SKILLS: Inferring

Practice Inferring (p. 73)

1. no; he was alive in the 1850's
2. because Washington is the capital of the United States
3. no
4. slaves didn't go to school
5. she wanted people to know that slavery was wrong
6. yes (she ran away and she spoke out)

Use Your Reading Skills

Exercise A (p. 73)

1. the importance of an individual
2. (Answers vary.)

Exercise B (p. 73) (Answers vary.)

4. PROCESS WHAT YOU READ

Exercise A (p. 75)

1. as individuals first, and then as members of various groups
2. they make choices and give their opinions almost from the time they begin to talk

- Peter Pitchlynn was an advocate for Native American rights; Sojourner Truth spoke out against slavery; Elizabeth Cady Stanton was an advocate for women's right to vote; Cesar Chavez was an advocate for farm workers' rights
- racism, ageism, and sexism are enemies of individuality; teachers, civil rights workers, and lawyers fight against them.

Exercise B (p. 75)

Paragraph 1: c Paragraph 4: b
Paragraph 2: e Paragraph 5: d
Paragraph 3: a

Exercise C (p. 75)

(Answers vary. Some examples are:)

- family groups, religious groups, political groups, etc.
- they choose what clothes to wear, what foods to eat, which toys to play with, etc.
- you don't need money or power to succeed
- teachers can fight discrimination in the classroom and reach many young people; lawyers can help people fight in the courts; it's the job of a civil rights worker to fight discrimination

5. WORK WITH THE VOCABULARY

Exercise A (p. 76)

1. a 2. b 3. a 4. a 5. b 6. a

Exercise B (p. 76)

1. e 2. d 3. c 4. a
5. f 6. h 7. b 8. g

6. GET READY TO READ ABOUT: A Unique Man

Exercise A (p. 77) (Answers vary.)

Exercise B (p. 77) (Answers vary.)

Use Your Reading Skills (p. 77)

1. b 2. b 3. a 4. c

8. PROCESS WHAT YOU READ (p. 79)

1. b 2. b 3. a 4. b 5. a

9. WORK WITH THE VOCABULARY (p. 79)

- ordinary 3. boring
- similar 4. typical

10. GET READY TO READ AND SHARE

Exercise A (p. 80) (Answers vary.)

Exercise B (p. 80) (Answers vary.)

Exercise C (p. 80)

- Text A is about Cora Wilson Stewart. Text B is about Walt Whitman.
- Cora Stewart started the Moonlight Schools for adults. Walt Whitman was a famous American poet.

Exercise D (p. 80) (Answers vary.)

13. SHARE WHAT YOU LEARNED (p. 83)

Focus Questions for Text A

- in 1875 in Kentucky
- that many of the parents of the children in her schools could not read or write; she wanted to help these people, so she asked teachers to volunteer to teach reading and writing to adults.
- she started the first literacy classes for adults and developed special materials to help adults learn to read and write

Focus Questions for Text B

- on May 31, 1819 on Long Island in New York
- an office boy, a printer a teacher, a newspaper journalist, a short story writer, a newspaper editor, and a house builder; these jobs taught him about different types of Americans
- through this poetry he celebrated the American cities, farmlands, people and everyday events.

14. SHARE WHAT YOU THINK (Answers vary.)

15. REFLECT ON WHAT YOU READ IN THIS UNIT (Answers vary.)

Unit 7 Learning to Learn

WHAT ARE YOUR IDEAS ABOUT EDUCATION?

Exercise A (p. 85) (Answers vary.)

Exercise B (p. 85) (Answers vary.)

1. GET READY TO READ ABOUT: Education

Exercise A (p. 86) (Answers vary.)

Exercise B (p. 86)

1. a 2. c 3. b 4. a 5. a

2. BUILDING READING SKILLS: Finding the Main Idea

Practice Finding the Main Idea and Supporting Ideas (p. 87)

1. b 2. b

Use Your Reading Skills (p. 87)

Exercise A (p. 87)

1. Diversity in Colleges and Universities

2. (Answers vary.)

Exercise B (p. 87) (Answers vary.)

4. PROCESS WHAT YOU READ

Exercise A (p. 89)

- it includes students from different ethnicities and income levels
- only wealthy white males
- Radcliffe and Howard.
- to pay tuition and living costs for any World War II veteran who wanted to go to college
- the number doubled between
- because education equals opportunity.

Exercise B (p. 89)

- ~~similar~~ diverse
- ~~women~~ men
- ~~high school~~ college
- ~~quickly~~ slowly
- ~~decreasing~~ increasing
- ~~diversity~~ opportunity

Exercise C (p. 89)

(Answers vary.)

5. WORK WITH THE VOCABULARY (p. 90)

Exercise A (p. 90)

- diverse
- wealthy
- ethnic
- equal
- national

Exercise B (p. 90)

- wealthy 4. diversity
- diverse 5. wealth
- ethnic

Exercise C (p. 90)

- diverse
- diversity
- national, wealthy
- wealth
- equality
- ethnicity
- nation
- equality, ethnicity

6. GET READY TO READ ABOUT: College Life

Exercise A (p. 91)

(Answers vary.)

Exercise B (p. 91)

1. b 2. c 3. a 4. c

Use Your Reading Skills (p. 91)

2 and 4 are not in the article.

8. PROCESS WHAT YOU READ
(p. 93)

1. c 2. b 3. b 4. a 5. b

9. WORK WITH THE VOCABULARY (p. 93)

1. stories
2. socialize
3. nonacademic activities
4. a necessary and important part

10. GET READY TO READ AND SHARE

Exercise A (p. 94) (*Answers vary.*)

Exercise B (p. 94) (*Answers vary.*)

Exercise C (p. 94)

1. learning styles.
2. multiple intelligences.

Exercise D (p. 94) (*Answers vary.*)

13. SHARE WHAT YOU LEARNED (p. 97)

Focus Questions for Text A

1. people learn in different ways—there are visual, auditory, and tactile learners; it's important to know how you learn best in order to improve your study skills.
2. by studying different student behaviors
3. Visual learners prefer to learn by seeing new information; auditory learners prefer to hear new information; tactile learners prefer to learn by touching

Focus Questions for Text B

1. the traditional views of intelligence are changing—the theory of Multiple Intelligences shows different ways people are intelligent; researchers now know that there is more than one kind of intelligence; this information is changing the American classroom
2. What are the things people do in the world? What abilities do you need to do those things?
3. (see chart on p. 96 for intelligences)

14. SHARE WHAT YOU THINK
(*Answers vary.*)

15. REFLECT ON WHAT YOU READ IN THIS UNIT
(*Answers vary.*)

Unit 3 Play Time

HOW DO YOU FEEL ABOUT TIME?

Exercise A (p. 99) (*Answers vary.*)

Exercise B (p. 99) (*Answers vary.*)

1. GET READY TO READ ABOUT: Vacations

Exercise A (p. 100)

(*Answers vary.*)

Exercise B (p. 100)

1. b 2. b 3. a 4. b 5. a 6. b

Exercise C (p. 100)

(*Answers vary.*)

2. BUILDING READING SKILLS: Summarizing

Practice Finding the Main Idea and Supporting Ideas

Exercise A (p. 101) (*Answers vary.*)

Exercise B (p. 101) (*Answers vary.*)

Use Your Reading Skills (p. 101)

(*See answers for Exercise A, p. 103*)

4. PROCESS WHAT YOU READ

Exercise A (p. 103)

1. Puritan values do not support the idea of "getting away from it all"
2. wealthy people from the cities; they went to their country homes in the summer
3. people did not say they were going on vacations—they said they were "going away for their health"
4. in the middle of the 20th century; they went camping in a national park or stayed in an inexpensive motel
5. some people believe that they have to be productive on their vacations
6. Americans like to add work to their play

Exercise B (p. 103) (*Answers vary.*)

Exercise C (p. 103)

Paragraph 2: a Paragraph 4: c
Paragraph 3: b Paragraph 5: b

5. WORK WITH THE VOCABULARY (p. 104)

Exercise A (p. 104)

1. e 2. d 3. b 4. c 5. a

Exercise B (p. 104)

1. c 2. e 3. b 4. f 5. a 6. d

6. GET READY TO READ ABOUT: Space Vacations

Exercise A (p. 105)

(*Answers vary.*)

Exercise B (p. 105)

(*Answers vary.*)

Use Your Reading Skills (p. 105)

(*See answers for Exercise A, p. 107*)

8. PROCESS WHAT YOU READ
(p. 107)

Exercise A (p. 107)

1. F 2. T 3. T 4. T 5. T 6. F

Exercise B (p. 107)

relaxing	relaxing
weekly	daily
increase	reduce
reduce	increase
satellite repair	recreation
20 th	21 st
2020	2010

9. WORK WITH THE VOCABULARY (p. 107)

1. e 2. g 3. h 4. f
5. c 6. b 7. d 8. a

10. GET READY TO READ AND SHARE

Exercise A (p. 108) (*Answers vary.*)

Exercise B (p. 108) (*Answers vary.*)

Exercise C (p. 108)

1. volunteer vacations
2. the free time

Exercise D (p. 108) (*Answers vary.*)

14. SHARE WHAT YOU LEARNED (p. 111)

Focus Questions for Text A

1. working to help others without getting paid; over one-third of Americans volunteer
2. a vacation dedicated to helping preserve and protect America's environment, culture, or history, e.g., working in national parks and whale counting
3. because they like to add work to play and feel productive

Focus Questions for Text B

1. that technology would create more free time
2. when people don't have enough time; free time decreased almost 40% over the past 20 years
3. they are: choosing to have fewer possessions and work less, making time for family and friends, turning off their cell phones and taking time for leisure activities

14. SHARE WHAT YOU THINK
(*Answers vary.*)

15. REFLECT ON WHAT YOU READ IN THIS UNIT
(*Answers vary.*)

Teacher's Notes

The Thinking Behind *Read and Reflect*

Read and Reflect follows current second-language reading pedagogy by ensuring that students:

- activate their background knowledge before and while they read.
- learn and apply effective reading strategies.
- read silently and with a purpose.
- interact with the material while they read.
- expand their active and passive vocabulary.
- check their comprehension of a text.
- analyze, synthesize, and/or evaluate the author's ideas.

The texts in *Read and Reflect* are adapted from or modeled after authentic texts, such as newspaper and magazine articles, web pages, and encyclopedia articles. This is done to give beginning-level students as real a reading experience as possible. The flow and voice of the original materials were retained in the adapted texts, while the vocabulary and grammar were adjusted to match the students' level.

In *Read and Reflect*, students are encouraged to read silently because the reading of a text is intended to be a silent interaction between the reader and the text (except in the case of poetry or reading to an audience). Although reading an individual word or single sentence aloud can help students' comprehension, reading an entire text aloud does not increase students' reading proficiency and is not emphasized in this book.

The variety of vocabulary exercises in *Read and Reflect*, as well as the wealth of contextualized vocabulary in the texts, assist students in the development of active and passive vocabulary. Getting meaning from context is a key reading strategy. Right from the beginning, students are encouraged to determine the meaning of new words from context rather than relying on their dictionaries. While students are given the opportunity to work with a dictionary in some pre-reading activities, reliance on the dictionary while reading often prevents the experience from being fluent and effective. In addition, academic

words (e.g., create, identify, respond, summarize, etc.) are introduced in order to help students prepare for academic reading in their English and content-based classes.

Book 1 of *Read and Reflect* lays a foundation for the development of critical literacy by having students examine the source of a text in relationship to the ideas and opinions expressed within the text. It also provides opportunities for students to consider and clarify their own opinions, attitudes and values in relation to the text.

Teaching from *Read and Reflect*

Read and Reflect provides instructional flexibility, allowing you to tailor the activities to your classroom setting and your students' needs. One need universal to all students is to understand the purpose of their learning. The "To the Student" page (p. vi) introduces the purpose of this series and provides suggestions to help students read better. You can also reinforce this concept in class and emphasize the goals of each unit before you teach it, and point out how students have met those goals at the end of the unit.

A Tour of the Unit

The unit tour below outlines the purpose of each type of activity and provides teaching suggestions.

OPENING PAGE

The goals on the opening page identify the unit's cultural theme and reading strategies. The cartoon or illustration on the page prompts students to think about and discuss what they already know about the theme of the unit.

Teaching Suggestions

- * The unit title expresses the theme of the unit, and in several instances the title is an idiomatic expression as well. In order to model previewing, elicit the meaning of the titles from the class.

- Go over the appropriate language and non-verbal behavior for stating opinions and agreeing or disagreeing with others, before having students engage in the discussion activities on this page.
- To ensure greater participation in discussions in the beginning level classroom, give students time to think or write about their responses to discussion questions before they speak. This usually leads to a greater number of students being able to participate in the discussion. Another way to ensure participation is to have one student respond to a question and have five or six other students create a chain of responses based on what the first student said. For example, if Jose says "I think everyone who succeeds in school will succeed at work. What do you think, Pat?" Pat can say, "I agree with you. What do you think, Tanya?" Tanya may say, "I disagree. I think you can succeed at work without school. What do you think, Mario?" etc.

GET READY TO READ

Before reading the first and second texts of the unit, students complete pre-reading activities that activate their prior knowledge about the reading topics and expose them to key vocabulary.

Teaching Suggestions

- In the exercises, students are often asked to guess meanings of vocabulary they will encounter in the text. Ask students to check their guesses once they have had an opportunity to read the material. Then give them a chance to share with a partner or with the class whether they guessed correctly.
- Another type of vocabulary activity in this section has students work in pairs or teams to discuss the meanings of words they know from a list of key vocabulary. Then they look up the words they don't know in a dictionary. Encourage students to ask other teams or pairs to define words they don't know before looking them up.

BUILDING READING SKILLS

This page introduces important reading skills, such as previewing or scanning, and explains the strategies students can use to implement these skills. For example, looking for specific signals,

such as numbers to find dates, times, or prices in a text, is a strategy for scanning. After students practice the strategies, they apply the new reading strategies (as well as strategies from previous units) in the Use Your Reading Skills exercises. All reading skills and strategies are recycled throughout the book in order to give students as many opportunities as possible to learn and use the skills.

Teaching Suggestions

- Provide an example of the reading skill and strategies in the unit, before having students read about them. For example, for previewing, show students a large newspaper headline or picture and have them tell you what the newspaper article is about. For scanning, put an advertisement on the overhead projector or board and have students tell you the cost of the advertised item. Name the strategy students are employing and explain the rationale for using it. Elicit situations in which students have used the same strategy.
- Periodically review the strategies the students have learned. Ask students to monitor their use of these strategies in their reading outside of class and encourage students to identify the ways these strategies help their reading comprehension.

READ

The four theme-related texts in each unit help students deepen their understanding of the theme, read with greater comprehension, and internalize recycled vocabulary. The first text is typically an academic text such as an encyclopedia or textbook article. The second text is usually lighter in tone and often has a more conversational style; for example, an editorial or personal essay. The third and fourth texts are part of the Read and Share activity (see next page) but may also be taught as independent texts.

Important vocabulary in the texts is either introduced in the pre-reading activities or presented in context. Difficult content words that are key to students' understanding, but are not high frequency words, are glossed. Words that are not important to a general understanding of a text are left undefined and students are expected to skip over them.

Teaching Suggestions

- To help students get the most meaning from their reading, show them how to use the glossaries on the page, and then ask them to read the text once silently. Tell them to read without looking up unknown words.
- Set a time limit for students to read the text and answer the questions. A time limit requires students to finish at the same time so that they can begin their pair or group work simultaneously.
- Once students have read the text, have them work on the Process What You Read questions. Encourage them to answer all the questions first and then go back to check their answers against the text. They can check in pairs or small groups. Explain that this procedure will help them evaluate how much of the text they understood.
- Once the processing questions have been answered and checked, you can read the text aloud to the class while they follow along silently. As you read, model some "think aloud" techniques, such as asking yourself the following types of questions aloud, *I wonder if that's true?* or *What is the author telling me?* This will help students understand the thinking processes used by effective readers.
- If time permits, allow students to read the text a third time, circling five words they want to add to their active vocabulary. Give students time to record these words and their definitions in a separate section of their notebooks.

PROCESS WHAT YOU READ

After reading the first and second text in each unit, students do exercises to check their comprehension and use their higher-level thinking skills to analyze or evaluate the information they read. The first time an exercise type is introduced in the book, a sample answer is given.

Teaching Suggestions

- For the first exercise of this section, encourage students to do the exercise individually, and then to look back at the text to check their answers with a partner or teammates.

- For sentence-level writing practice, have students write answers to questions in their notebooks. They can correct their answers by first looking back at the text and then checking the Answer Key. Students can also check their answers with a partner, which will create discussion opportunities.
- In this section, there is usually a second exercise, which is intended to help students think critically about the text. To ensure that every student has a chance to think about the topic, tell students to first answer the questions individually, and then discuss their answers with a partner, a small group, or the whole class.
- In order to help develop students' critical literacy, each text has brief introductory material identifying its source or the author's background. To help students develop critical literacy, ask them questions such as: *Why does the author ask so many questions in the last paragraph?* (Unit 2, Text 2) or *Do encyclopedia articles usually have facts or opinions?* (Unit 4, Text 1).

WORK WITH THE VOCABULARY

After reading the first and second text in each unit, students increase their active vocabulary through a variety of exercises. These include working with definitions, synonyms, word families, prefixes, and context clues.

Teaching Suggestions

- Encourage students to keep a journal of vocabulary words including those presented in this section, the glossed words, and other words from the text. Then have students note each time they encounter these words in their reading outside of class.
- Recycle the words students learn in each unit in other class activities. This will increase the likelihood of new words becoming part of your students' active vocabulary.

READ AND SHARE

These four pages comprise a highly effective and communicative technique for developing reading proficiency. The Read and Share technique follows these steps:

Get Ready to Read and Share

1. Students complete general pre-reading and vocabulary activities.
2. They preview two complimentary texts in order to select one to read.
3. Along with the information gleaned in their preview, the students use guiding questions and open-ended statements to learn more about the text they selected.

Read A/Read B

4. Students choose a topic to read and read with the purpose of learning new information and then sharing it with a partner.

Share What You Learned

5. When the class finishes reading, each student finds a partner who has read the same text and they work in pairs to answer the focus questions relating to their text.
6. Students then work with another pair that has read the complimentary text. The pairs take turns sharing what they have read, using the focus questions to guide their presentation.

Share What You Think

7. In small groups or as a whole class, students use what they have learned from the texts as well as their background knowledge and personal experience to respond to follow-up questions.

Teaching Suggestions

- Each time students do a Read and Share activity, remind them of the purpose for the activity. Tell students that during the Read and Share they will choose one of two texts and work with a partner to answer questions about the text. Once they understand the most important ideas in their text, they will share these ideas with a pair of students who read the other text.
- This activity works best if students choose their own text; however, this can be tricky if most students prefer one text over another (20 students pick A, 3 pick B). If fewer than a third of the students pick one of the texts, ask for volunteers to read the less popular text, assuring students that they can read their first choice the next time. If you prefer not to leave the selection to chance, you can assign A/B roles to students.

- To give students an additional reading opportunity, you can assign the complimentary text as an in-class activity or as homework.
- From time to time you may want to have all students read the A and B texts sequentially instead of as a Read and Share activity. In this case, have students read one text and answer the corresponding focus questions. It may be helpful to put the focus questions for the selected text on the board or overhead. Then repeat the process for the other text.

REFLECT ON WHAT YOU READ IN THIS UNIT

This page provides three types of activities that help students synthesize the ideas within the unit: interviewing, charting and writing. In the interview activity, students work in pairs or small groups to ask and answer questions that relate their personal experiences to the cultural focus of the unit. For the charting activity, students create charts and diagrams that show their responses to questions about an aspect of the unit's cultural focus. The writing activity begins with a pre-writing discussion and uses questions to help students construct a paragraph that reflects the unit theme.

Teaching Suggestions

- Different activity types on this page will appeal to different students. You may find that students are more successful if they select one of the three activities to complete.
- The writing activity is guided, so it can be assigned as homework; however, the pre-writing activity allows for discussion about the writing topic and is most effective if done in class.